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Effect of social and cultural capital and supportive programs on higher education aspirations and transfer intention of community college hospitality management students

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Effect of social and cultural capital and supportive programs on higher education aspirations and transfer intention of community college hospitality management students

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The student author, whose presentation of the scholarship herein was approved by the program of study committee, is solely responsible for the content of this dissertation. The Graduate College will ensure this dissertation is globally accessible and will not permit alterations after a degree is conferred.

Iowa State University

Ames, Iowa

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DEDICATION

For my mother and in memory of my father.

Whatever you do in word or deed, do all in the name of the Lord Jesus, giving thanks through Him to God the Father. (Colossians 3:17, New American Standard Bible)

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ABSTRACT

This study used a web-based questionnaire to explore the effects of social and cultural capital, and community college personnel such as faculty, counselors, and other support services on the degree aspirations, transfer intentions, and perceived ability to navigate the upward transfer process of California community college hospitality management students to a four-year educational institution. The questionnaire was sent to a geographically stratified statewide sample of Latino and non-Latino California community college hospitality management students (n=2,300) in eight community college hospitality management programs throughout California.

The social capital variables were significant in explaining students' degree aspirations and perceived ability to navigate the upward transfer process while the cultural capital variables were not significant for explaining degree aspirations, transfer intent, and their perceived ability to navigate the upward transfer process. Faculty interaction, transfer services, and general support services were all significant in explaining both degree aspirations and intent of upward transfer. None of the demographic variables were significant in explaining any of the dependent variables.

Results of this study suggest that although significant, social and cultural capital may not influence a student's degree aspirations, transfer intent, and their perceived ability to navigate the upward transfer process. The results also show the influence community colleges, especially through faculty interaction and transfer services, can have on students once they arrive at the colleges. Faculty members can approach students to encourage this action by informing them of transfer opportunities.

Future research could survey community college hospitality management faculty to determine their attitudes towards upward transfer of students to a four-year institution. Future research can assess also students who completed upward transfer to a four-year institution to learn which factors impacted their success and compare it to the factors influencing the aspirations in this study.

CHAPTER 1. INTRODUCTION

Introduction

Hospitality employers increasingly prefer managers, such as foodservice and lodging managers, to have a postsecondary education and recruit from universities with hospitality management programs (Bureau of Labor Statistics, 2018; Bureau of Labor Statistics, 2019). Earning a bachelor's degree can help California community college hospitality management students become managers in hospitality operations because the California hospitality industry is dependent on managers educated in hospitality management (Egan, Gollub, Nnoli, Phillips, & Terplan, 2005). In particular, Latino community college hospitality management students can be a source of these managers because they are the largest ethnic demographic among California community college hospitality management related majors in the spring 2018 semester at 42% while the next largest group, Whites, made up 27% (California Community College Chancellor's Office, 2018). Latinos also represent a large demographic of the foodservice industry workforce. Latinos comprise 25% of the United States' foodservice employees (Bureau of Labor Statistics, 2015). However, as foodservice managers they only account for 15%, while Whites account for 67% (U.S. Census Bureau, 2010). One reason for this disparity could be the low levels of higher education achievement among Latinos.

The United States (U.S.) has seen significant growth in its Latino population. The Latino population grew from 35.2 million in 2000 to over 55 million in 2014, representing 17% of the entire U.S. population (Pew Hispanic Center, 2016b). This growth is most apparent in the state of California where Latinos are expected to be the largest demographic group in California by 2025 at 43% (Public Policy Institute of California, 2016). Latinos are becoming a larger percentage of the overall college and non-college educated California workforce (Bohn, 2014);

however, they are not projected to meet the increasing demand for college-educated workers by 2025 (Bohn, 2014). Only 14% of California Latinos aged 25 and older have earned bachelor's degrees or higher (Pew Hispanic Center, 2015). Nationwide, Latinos accounted for 19% of all enrolled undergraduate students at degree granting postsecondary institutions in Fall 2017 (National Center for Education Statistics [NCES], 2018); however, 43% of this enrollment was in two-year colleges (NCES, 2018).

California community colleges are important institutions for California's Latinos because the schools are designed to have open access and create a transfer path to four-year universities for students who are socially and economically disadvantaged (Chapa & Schink, 2004). There is a disparity in the number of Latinos enrolled in California community colleges and those who transfer to the public university systems, especially to the University of California (UC) system. In California, Latinos are underrepresented as public university system transfers compared to their enrollment in the community college system. For the 2017-2018 academic year, Latinos accounted for 1,066,139 or 45% of the total enrollment in California community colleges (California Community College's Office, 2019). However, of all upward transfers from California community colleges, 25,015 or 41% of transfers to the California State University (CSU) system were Latino (California State University, 2019), and Latinos only accounted for 6,656 (25%) transfer to the UC system (University of California, Office of the President, 2019). Colleges with a high percentage of Latinos have low transfer rates to four-year universities (Wassmer, Moore & Shulock, 2004) and Latinos still trail other racial groups in attaining bachelor's degrees (Pew Research Center, 2016b).

Enrollment in a career and technical education (CTE) program may decrease the likelihood of Latinos transferring to a four-year institution (Crisp & Nunez, 2014). CTE students tend to have different backgrounds than non-CTE students (such as English or History majors) in various ways including being older and more likely to have parents with a high school education or less (Levesque, 2008). Latinos are also more likely to enroll in CTE programs than Whites are, possibly because Latinos were directed into CTE tracks by schools (Crisp & Nunez, 2014). Minority serving institutions enroll the largest number of undergraduate CTE students (Fletcher, Gordon, Asunda, & Zirkle, 2015). CTE programs can also hinder a student's transfer to a four-year institution by focusing on practical knowledge and skills for job preparation that have mostly short-term benefits and offer few credits that can be transferred to a four-year educational institution (Dortch, 2014). Hence, it is important to examine factors that explain why Latinos are underrepresented in four-year universities to increase their representation. An exploration of cultural influences that might interfere with the pursuit of higher education could help explain some of this underrepresentation.

Bourdieu's forms of capital have been used to explore higher educational pursuits and achievements of students from underrepresented minority groups (Brooks, 2008; Cole & Espinoza, 2016; Kaufman & Gabler, 2004; Tramonte & Willms, 2010). Bourdieu (1986) describes related kinds of capital such as social, cultural, and economic. Social capital consists of a student's family, friends, and other people in their networks who possess and share resources such as information about university admissions and can help them gain access to higher education (Bourdieu, 1986). Cultural capital is represented through values and attitudes imbued to children through their parents, through physical artifacts such as music and art that are part of the culture, and formal education (Bourdieu, 1986). Economic capital refers to financial

resources a student can access (Bourdieu, 1986). Latinos may lack the kinds of social and cultural capitals that help students succeed in higher education (Strayhorn, 2010; Martin & Simmons, 2013; Perez & McDonough, 2008; O'Connor, Hammack & Scott, 2010).

Bourdieu (1986) further divides cultural capital into embodied, objectified, and institutionalized capital. Objectified cultural capital consists of artifacts from one's culture such as appreciation of art pieces. Embodied cultural capital consists of internalized cultural wealth such as attitudes and values often imbued to children by their parents. Institutionalized cultural capital consists of formal education. Possessing high social and cultural capital has a positive effect on student persistence in postsecondary education (Wells, 2008). Wells (2008) suggests that overall, postsecondary education needs to work at retaining students with low social and cultural capital. Dumais and Ward (2010) found that possessing dominant cultural capital, or the cultural capital possessed by those in the majority or in power, is important for university enrollment. Students with dominant types of family cultural capital have higher odds of enrolling in a bachelor's degree program (Dumais & Ward, 2010). Social and cultural capitals can mediate the effects of low socio-economic status among Latino college students and are related to their academic achievement (Strayhorn, 2010). Latinos might lack the social capital needed to influence the pursuit of college opportunities and the knowledge to apply to and navigate through the higher education system (Martin & Simmons, 2013). This lack of knowledge in their social capital can be problematic because Latinos can rely heavily on family and friends for college planning guidance (Perez & McDonough, 2008).

Martin and Simmons (2013) found that school personnel could supplement the social capital possessed by Latinos for them to select loftier educational goals such as a major in engineering. Students with low cultural capital may not be able to navigate the transfer process to

a bachelor's degree program (Kujawa, 2013). Kujawa (2013) suggests that faculty can help students with low cultural capital seek higher educational goals by providing information about transfer opportunities. Underprepared students benefit more from advising than college-ready students (Bahr, 2008). Latino college students who are first generation and low-income find counseling especially helpful regarding the college process because they often need step-by-step guidance that cannot be obtained from family members (Arteaga, 2015). However, Latino students may not always seek out this kind of assistance from community colleges, and may not even know that some of the programs designed to assist them are available (Tovar, 2015).

Purpose of Study

The purpose of this study was two-fold. First, to examine the influence social and cultural capitals have on non-Latino California Community College Hospitality Management (CCCHM) students' and Latino California Community College Hospitality Management (LCCCHM) students' educational aspirations, and second, to examine the relationship between community college personnel, support programs, and transfer programs on the educational aspirations of LCCCHM and non-Latino CCCHM students.

Research Questions

1. How does the social and cultural capital possessed by CCCHM students influence their ability to navigate the higher education system, their intention to pursue higher education, and their educational aspirations?
2. How does the social and cultural capital possessed by LCCCHM students influence their ability to navigate the processes involved in pursuing higher education, their intention to pursue higher education, and their educational aspirations compared with CCCHM students of other ethnicities?

3. Do demographic differences in social and cultural capital of LCCCHM students influence their ability to navigate the processes involved in pursuing higher education, their intention to pursue higher education, and their educational aspirations compared with CCCHM students of other ethnicities?
4. What influence does interaction with faculty have on LCCCHM and non-Latino CCCHM students' educational aspirations and intention to upward transfer to higher education institutions?
5. Do demographic differences between LCCCHM and non-Latino CCCHM students' interaction with faculty influence their educational aspirations and intention to upward transfer to higher education institutions?
6. How do support and transfer programs that are currently available to LCCCHM and non-Latino CCCHM students' influence their educational aspirations and upward transfer intention to higher education institutions?
7. What influence do demographic differences among LCCCHM and non-Latino CCCHM students of the support and transfer programs that are currently available influence their educational aspirations and upward transfer intention?

Significance of the Study

California community college Career and Technical Education (CTE) students, including hospitality management related majors, have a low transfer rate of 21% (Karandjeff, Schiorring, Cooper, Karpp, Willet, & Pellegrin, 2011). Latinos comprise the largest ethnic student group studying hospitality management related majors in the California Community College system, accounting for 42% of students enrolled in culinary arts programs for Spring 2018 (California Community College Chancellor's Office, 2018). Many Latinos begin their higher education in community colleges, yet Latinos still lag behind Whites in bachelor's degree attainment (NCES,

2016). The present study examined the barriers to transfer using the theoretical framework of social and cultural capital (Bourdieu, 1986) to assess how these capitals can impact transfer to four-year universities. Previous research has used social and cultural capital to examine barriers faced by underrepresented minority groups in achieving academic goals in science, technology, engineering, and mathematic fields (Claussen & Osborne, 2012; Ovink & Veazey, 2011). However, no known research has been conducted with CCCHM and LCCCHM students.

An evaluation of how social and cultural capital of CCCHM and LCCCHM students impacts their pursuit of higher education can determine if they have deficiencies upon entering higher education and what remedies can be provided. This study explored how school personnel, support and transfer programs can help mediate the effects of CCCHM and LCCCHM possessing low social and cultural capital. It also determined what types of California community college personnel involvement in advising students about transfer options were significant in influencing upward transfer intentions. Results from this study can be used to create programs that will assist navigating admissions, enrollment, college choice, and other nuances of the higher educational system they may not find within their social and cultural capital.

Definition of Terms

Career and Technical Education: an education designed to prepare students for occupations or careers by teaching students relevant knowledge and skills (Dortch, 2014).

Community College: higher education institutions that provide education through the fourteenth grade level by offering standard collegiate courses transferable to higher institutions, vocational-technical fields leading to employment, and general or liberal arts courses. Studies may lead to Associate's in Arts or Science degrees. These institutions have open enrollment (Coons, Browne, Campion, Dumke, Holy, & McHenry, 1960).

Community College Districts: a locally controlled and autonomous community college or group of community colleges organized to serve a local community and governed by their own board (Coons, Browne, Campion, Dumke, Holy, & McHenry, 1960).

Counseling: assisting students to create an academic plan that will achieve the students' goals. An academic plan consists of an educational goal, major, and the coursework required to achieve that goal (Visher, et al., 2016).

Culinary Arts: principles and technique of food preparation, food management, food production services and related technologies. This includes the selection, storage, preparation, and service of food in quantity including the culinary techniques used by chefs, institutional cooks, bakers, and catering services (California Community Colleges Chancellor's Office, 2013).

Cultural Capital: assets possessed by cultures or members of a culture to reproduce the culture in subsequent generations. Cultural capital can take three forms: the embodied state or internalized dispositions; the objectified state seen in cultural goods such as works of art, music, or pictures; and the institutionalized state often seen in formal education and degrees (Bourdieu, 1986).

Latino/a: "a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race" (p. 2). The term is often interchangeable with "Hispanic" (Ennis, Rios-Vargas, & Albert, 2011).

Non-Latino: in this study, all other races other than Latino.

Social Capital: actual or potential resources accessible through a network of relationships in a group (Bourdieu, 1986).

Transfer: the academic transition in which a student stops attending one college to begin attending another, often with credits earned at the first institution transferring to apply for credit at the second institution (Phillippe & Sullivan, 2005).

Upward Transfer: the academic transition in which a student first attending a community college leaves that institution and subsequently enrolls in a four-year institution (Turk & Chen, 2017).

Dissertation Organization

The remainder of this traditional format dissertation consists of four chapters. Chapters two and three provide a review of literature research and methodology, respectively. Chapter four provides discussion of the results of the study. Chapter five concludes the dissertation with a summary of results, implications of the findings, limitations of the study, and recommendations for future research. Reference lists are provided following chapter five. The primary investigator was responsible for development of research concept, data collection, data analysis, and manuscript writing. Dr. Naig was involved in all phases of research.

CHAPTER 2. REVIEW OF LITERATURE

Community Colleges

History of Community Colleges

Community colleges began as junior colleges that educated students for the first two years of a bachelor's degree program. However, they have evolved to be comprehensive colleges that offer various degrees and certificates. The colleges were proposed as early as the mid-1800s to lessen the burden on universities to educate qualified high school graduates (Jurgens, 2010). The earliest community colleges focused on liberal arts education to prepare students for transfer to universities (Jurgens, 2010). According to Jurgens (2010), these early junior colleges were "regarded as extensions of high schools – part collegiate, part vocational, and part terminal" (p.253). Joliet Junior College near Chicago, Illinois was founded in 1901 and is often cited as the first community college in the United States (U.S). Its goal was to expand educational opportunities and prepare the best students for study at the University of Chicago.

During 1930s Great Depression, community colleges began job-training programs to help reduce unemployment and this focus continued in the following decades (Jurgens, 2010). The Truman Commission charged community colleges with the mission of expanding nationally and providing universal access to higher education in the U.S. (Boggs, 2010). The Truman Commission report also called for community colleges to provide vocational and technical education with liberal arts education (Jurgens, 2010). This helped meet the demand for higher education created by returning veterans and baby boomers. Community colleges grew in student enrollment and in the number of campuses in the 1960s. The number of community colleges grew from 74 campuses in 1920 to 426 campuses in 1970, and there were 2.2 million students enrolled in community colleges by 1970 (U.S. Department of Education, 2001; Bureau of Labor

Statistics, 2003). In 2015, there were 1,685 community colleges in the U.S. (U.S. Department of Education, 2015). In 2014-2015, community colleges awarded 806,766 associate's degrees and 516,820 certificates (American Association of Community Colleges, 2017).

Community colleges also provide geographically convenient locations for students to attend an institution of higher education. Community colleges help prepare the nation's workforce in addition to educating students for transfer to four-year universities. They can adapt to local economies such as providing a viticulture program in California's Napa Valley or provide training for technicians in fields such as agriculture and myriad technologies. Certificate programs are often developed to provide training for entering the workforce in a relatively short amount of time (Jurgens, 2010). Another hallmark of community colleges is their diversity and inclusiveness. They educate students with a wide variety of disabilities and are diverse by many measures including age, ethnicity, nationality, and socioeconomic status (SES) (Boggs, 2010). Early community colleges provided women easier access to higher education that helped prepare them to be teachers (Jurgens, 2010). Community colleges were also expected to provide this education at little or no tuition (Cohen & Brawer, 2003). Prior to 1984, California community colleges did not charge tuition and currently charge $46 per unit (California Community College Chancellor's Office, 2017). Community colleges have lower expenditures per student than universities and are more affordable to attend compared to a university or a private institution (Crawford & Jervis, 2011).

Career and Technical Education

Career and technical education (CTE) is formal undergraduate education designed to teach knowledge and technical skills that are relevant to specific occupations or careers (Dortch, 2014). CTE is sometimes referred to as vocational education (Dortch, 2014). Academic education differs from CTE by teaching knowledge and skills that represent the entire knowledge

base of a given subject. CTE focuses more on practical skills and knowledge compared to a focus on theory in academic education, and its focus tends to be narrower in scope than a broader academic education. CTE can be provided at numerous types of institutions including public and private four-year universities, public and private two-year colleges, and less than two-year institutions. Private institutions can be either for or not for profit entities. Almost half of the two-year institutions that provide CTE are public institutions (National Center Education Statistics, 2015b). Certificates typically requiring one to two years of study are offered by most two year, and less than two-year institutions. Associate's degrees are offered by both two-year and some four-year institutions, and bachelor's degrees are offered by four-year institutions. In 2012, there were 8.5 million students seeking CTE credentials in the U.S. (National Center for Education Statistics, 2012).

Obtaining CTE credentials have a positive influence on incomes of graduates. Stevens, Kurlaender, and Grosz (2015) studied the effects of CTE education offered in California Community Colleges on alumni income by comparing the incomes of students of graduates of CTE programs and non-graduates from 1992 to 2012 through California's Unemployment Insurance department. On average, the increase in income for associate's degree earners was 25%, and the increase for shorter-term certificate earners was 10%. However, Stevens et al. (2015) caution that health occupation programs have a very high return, on average, compared to many other CTE programs, and these incomes may skew the average income higher for non-health occupation related CTE programs. Despite this increase in average income from health occupations, Stevens et al. (2015) conclude there are still substantial increases in income attributable to CTE credentials over those without CTE credentials. Those who earn bachelor's degrees can earn even more than those with only associate's degrees. Workers with bachelor's

degrees can expect earn an average of about $1.1 million more than those with only an associate's degree and $1.6 million more than those with only a high school education over the course of their careers (Carnavale, Smith & Strohl, 2013).

CTE students have some characteristics that differ from academic students. According to Hirschy, Bremer, and Castellano (2011), the CTE student differs from an academic student in a variety of ways, and it is important to understand the differences to develop programs and approaches that help CTE students achieve positive educational outcomes such as retention, graduation, and transfer. Compared to non-CTE students, CTE students tend to be older, more likely to be financially independent, more likely to be married, and more likely to have parents with high school educations or less (Levesque, 2008). In a nationwide survey of 263 higher education institutions offering undergraduate and graduate CTE programs, Fletcher, Edward, Gordon, Asunda, and Zirkle (2015) found that institutions and community or state colleges serving minorities enrolled the largest number of undergraduate CTE students. Enrollment rates in CTE programs also differ by race. Latinos enroll in higher numbers in vocational programs than Whites: 25% of Latinos enroll in vocational programs compared to 16% of Whites (Crisp & Nunez, 2014). It is possible that Latinos are tracked or receive placement information from schools that encourage them to enroll in CTE programs more often than White students (Crisp & Nunez, 2014).

There is a concern that CTE programs have potentially conflicting goals. CTE focuses on practical knowledge and skills for job preparation, but these often only have short term benefits in that they prepare students to work at low paying jobs or jobs with no growth potential (Dortch, 2014). In addition, CTE programs may not prepare students to work toward a bachelor's degree that would prepare them for higher earning jobs with better growth potential because CTE

programs can have a low number of transferrable credits that can be applied toward a bachelor's degree, making it difficult to attain transfer credits that qualify (Dortch, 2014). To make CTE programs more transfer ready, the programs would have to extend the program time to prepare students for the first two years of a bachelor's degree, and this may be unappealing to potential students (Dortch, 2014).

Karandjeff, Schiorring, Cooper, Karpp, Willet, and Pelligrin (2011) found in their study of transfer pathways in the California Community Colleges for CTE students that colleges with high CTE certificate program completion rates tend to have lower transfer rates in the same programs. However, Karandjeff et al. (2011) warn that a negative correlation between CTE certificate completion and transfer may only exist for the CTE programs in their study instead of a negative correlation between CTE and transfer in general. While Latinos represented 28% of CTE students in their sample of California Community College CTE students, Karandjeff et al. (2011) found they only represented 21% of CTE transfer students. One form of support that was beneficial to CTE transfer students pursuing a transfer was targeted guidance from faculty and counselors. This helped create a "transfer culture" at these institutions and created an environment where students were expected to transfer and provided support toward that goal. Some participants noted the effectiveness of outreach from the local University of California (UC), California State University (CSU), and private campuses to promote CTE programs and encourage transfer.

According to Crisp and Nunez (2014), enrolling in a vocational program decreased the likelihood of transferring to a four-year institution. Conversely, enrolling in a transfer program made Latino students 1.65 times more likely to transfer to a four-year institution (Crisp & Nunez, 2014). Roksa (2006) also found that as the proportion of certificates a community college

awarded in a CTE discipline, the less likely students were to transfer to a four-year institution. However, the vocational focus of the education alone is not detrimental to transfer; students at community colleges that focus on degree programs compared to certificate programs fare equally well in transfer regardless of whether they are in a CTE or academic discipline (Roksa, 2006).

Culinary Arts and Other Hospitality Programs

During the Great Recession, workers with the least amount of education were most likely to be the first laid off and the last to be re-hired (Carnavale et al., 2013). The leisure and hospitality industry had substantial job losses during the Great Recession, because of the decreased number of available jobs, and the education requirement for new and re-hires increased (Carnevale et al., 2013).

Carnevale et al. (2013) predicted that the food and personal services field will add over 9 million jobs from 2010 to 2020. Carnevale et al. (2013) expect 68% of all jobs will require some form of postsecondary education by 2020. By then 24% of all jobs will require a bachelor's degree, many of which will be concentrated in management (Carnevale et al., 2013). The number of workers in food and personal services with a bachelor's degree or higher is expected to grow from 2.7 million in 2010 to 3.7 million by 2020, although many opportunities in the food and personal services industries for those with only high school diplomas are expected to decrease (Carnevale et al., 2013). Many of the jobs requiring a bachelor's degree or higher will be in managerial positions. By 2020, 24% of foodservice managers will have a bachelor's degree or higher, as will 19% of chefs (Carnevale et al., 2013). Newly hired managers may have even higher rates of bachelor's degree attainment because older managers are less likely to have earned postsecondary degrees, making up for it through work experience (Carnevale et al., 2013).

Latino Demographics

The Latino population in the United States (U.S.) has grown substantially. In the year 2000, the Latino population in the U.S. was 35.2 million and it increased to 55 million by 2014 (Pew Hispanic Center, 2016b). Latinos accounted for 17% of the entire U.S. population (Pew Hispanic Center, 2016b). This growth can be seen in California where the Latino population is expected to be 43% of the overall population and the largest single ethnic group by 2025 (Public Policy Institute of California, 2016). Latinos will also become a larger portion of the overall California workforce (Bohn, 2014). However, Latinos are not expected to supply enough college-educated workers by 2025 to satisfy the growing demand (Bohn, 2014). Less than one in five Latinos in California aged 25 to 29 had earned bachelor's or higher academic degree (National Center for Education Statistics, 2017). Latino workers aged 16 or older had median annual earnings of $22,400 in 2014 (Pew Hispanic Center, 2016b).

Latinos in Foodservice

Latinos represent a large demographic of the foodservice industry workforce. Nearly 9% of the Latino population in the U.S. age 16 and older works in food preparation and serving (Pew Hispanic Center, 2016**b**). Latinos account for 25% of foodservice employees nationally (Bureau of Labor Statistics, 2015a); however, Latinos are underrepresented in management. As foodservice managers, Latinos account for only 15% while Whites account for 67% (U.S. Census Bureau, 2010). One reason for this disparity could be the lower levels of higher education achievement among Latinos compared to other races. Foodservice employers increasingly prefer foodservice managers to have a postsecondary education and recruit from universities with hospitality management programs (Bureau of Labor Statistics, 2019a). Earning a bachelor's degree can help California Latinos become managers in foodservice operations because the California hospitality industry is dependent on managers educated in hospitality

management (Egan, Gollub, Nnoli, Phillips, & Terplan, 2005). The foodservice industry in California is significant in its size. There were 1,718,000 foodservice jobs in California, accounting for 10% of the overall employment in California and it is expected to grow to 1,899,400 jobs or 10.6% of the total employment by 2027 (National Restaurant Association, 2017).

Education and American Culinary Federation's (ACF) certifications can assist managers in foodservice establishments advance in their careers. In a survey of 112 attendees of the 2013 ACF national convention, Johnston and Phelan (2016) investigated subjective and objective effects of industry ACF certifications on career success. Over 80% of the sample were chefs, managers, educators, or business owners. Almost 37% of the sample had a bachelor's degree or higher, and 97% of the sample had some college education or higher. Participants believed that their certifications had the greatest impact early in their careers, as experience seemed more important later. Participants also believed that certifications helped them by opening career advancement opportunities. They believed their technical skills were acquired through the certification process; however, it is less clear if their management competencies improved as a result of certification (Johnston & Phelan, 2016). Participants who had certification for less than a year were more likely to believe their managerial competency had improved compared to those who held certification for a longer time (Johnston & Phelan, 2016). The latter had neutral opinions about the impact their certification had on their management competency (Johnston & Phelan, 2016). Earning a degree in a field such as hospitality management may improve managerial competency beyond certification only.

Latinos in Higher Education

Trends in Academic Achievement

Latino high school graduates enroll in postsecondary education at greater rates than White high school graduates (Pew Hispanic Center, 2013). Nationwide, Latinos accounted for 18% of all enrolled undergraduate students for Fall 2014 in degree granting postsecondary institutions (National Center for Education Statistics [NCES], 2015a); however, 48% of this enrollment was in two-year colleges (National Center for Education Statistics, 2015a). California community colleges are important for California's Latinos because the schools are designed to have open access to create upwards transfer pathways for students who are socially and economically disadvantaged (Chapa & Schink, 2004). However, Latinos are not proportionally represented in the upward transfers to the state's public university systems. Latinos were 43% of total enrollment in California community colleges for the 2015-2016 academic year (California Community College Chancellor's Office, 2017), but they were only 37% of transfers to the California State University (CSU) system (California State University, 2017) and only 22% to the University of California (UC) system (University of California, Office of the President, 2017). Colleges with a high percentage of Latinos have low transfer rates to four-year universities (Wassmer, Moore & Shulock, 2004), and Latinos still earn bachelor's degrees at a lower rate than other racial groups (Pew Research Center, 2016a).

By 2025, the demand for workers with bachelor's degrees in California is expected to be 41% of the entire workforce; however, the percent of workers in the workforce with bachelor's degrees is only expected to be 33% (Reed, 2008). One reason for this expected deficit is because workers in California ages 50 to 64 have the highest levels of education, but are approaching retirement age. Another reason for this expected deficit is that the share of Latinos in the California workforce is increasing, but they have relatively low levels of educational attainment

and are not expected to be able to fill this gap given current graduation rates (Reed, 2008). Immigration is not expected to fill this gap because there would need to be an influx of 160,000 bachelor's degree holding workers annually, but there has only been an annual average of 56,000 bachelor's degree holders immigrating into the state (Reed, 2008). Therefore, Latino educational attainment is an important area of study: improved bachelor's degree attainment among Latinos could help meet the expected demand for workers holding bachelor's degrees.

Latinos in Community Colleges

Latinos are more likely to attend a community college than their White counterparts (Crisp & Nunez, 2014). In California, of the Latino college students who begin their postsecondary education at a community college, 69% are from families that are low-income (Gandara, Alvarado, Driscoll, & Orfield, 2012). Some Latinos choose community college as a way to test themselves in higher education and to develop self-efficacy from community college success (Zell, 2010). Zell (2010) also reports that Latinos choose to attend the same community college that family members graduated from because of their familiarity with the institution.

Nunez, Sparks, and Hernandez (2011) examined factors in Latinos' choice of community colleges as an entry point to postsecondary education using data from the Beginning Postsecondary Students Longitudinal Study collected by the NCES. Latino community college students were more likely to be of non-traditional age and to possess higher risk factors for not finishing college than other ethnic groups (Nunez, Sparks, & Hernandez, 2011). Risk factors included delayed enrollment after high school graduation, absence of a high school diploma, full time employment, financially independent, and having dependents. Latinos were also more likely to be first in their families to enroll in college (68%) and to attend a Hispanic Serving Institution (HSI) than other ethnic groups (Nunez, Sparks, & Hernandez, 2011). Latino students who had the goal of transferring to a four-year institution were two times more likely to be enrolled in a

two-year HSI than a two-year non-HSI (Nunez, Sparks, & Hernandez, 2011). More effort should be made at HSI community colleges to increase the number of transfers because potential Latino transfer students are more likely to attend community colleges classified as a HSI.

Cost of attendance and geographical proximity to home are other reasons Latinos choose community colleges. Gonzalez and Hilmer (2006) analyzed secondary data from the U.S. Department of Education from a nationwide sample of high school sophomores, and in their analysis they found that the decreased cost of attending a two-year college compared to the relatively higher cost of a four-year institution increased the likelihood that Latinos would attend. They also found that college or university attendance was more likely to be affected by their homes physical proximity to a campus than their White counterparts; they are more likely to attend schools situated close to home, possibly due to economic factors that require them to live at home. Overall, Gonzalez and Hilmer (2006) concluded that two-year colleges democratize higher education for Latinos by providing more options for access while not diverting them from earning four-year degrees.

Financial aid can also help democratize college attendance and increase degree completion at community colleges. Gross, Zerquera, Inge, and Berry (2014) analyzed data from the Indiana Commission for Higher Education and the NCES to examine the effects of financial aid on associate's degree completion. Latinos applied for financial aid at a lower rate than other races, possibly because they were less aware of financial aid opportunities than others. Of the Latino students who did apply, 47% received aid. Receiving financial aid of any type or amount was positively related to degree completion (Gross et al., 2014). Other factors that were positively related to degree completion were attending a school with a higher proportion of students of color, and elevated GPAs.

Another factor helping to explain the overrepresentation of Latinos in community colleges is the lack of support and institutional racism they may have experienced in K-12 schools. Gaxiola Serrano (2017) interviewed Latino graduate students who began their higher education at community colleges in southern California. One theme that emerged was that Latino students were frequently placed on a non-college track in high school and were not given opportunities to take college preparatory courses (Gaxiola Serrano, 2017). Some participants reported they were placed in special education courses because they were bi-lingual and others indicated they were placed in courses with students with behavioral issues because of their race (Gaxiola Serrano, 2017). Another major theme was that participants did not receive adequate information about colleges and universities at the K-12 school (Gaxiola Serrano, 2017). The problem was compounded by the lack of knowledge about colleges and universities in the students' social networks. This led to students enrolling in community colleges after graduation from high school because they did not meet four-year institution entrance requirements due to improper placement by the K-12 schools.

Although Latinos enroll in community colleges in great numbers, they face a variety of barriers to success. Garcia (2010) conducted phone interviews with 461 first year community college Latino students who provided comments about institutional barriers that could be addressed by the community college, and non-institutional barriers that were beyond college control. Many first generation Latino college students began college with little knowledge about financial aid, especially deadlines and timelines for applications (Garcia, 2010). Many participants did not apply for financial aid in time for it to be available at the beginning of the semester when it was needed. Some participants reported they interpreted the lack of a timely response from the financial aid office as a message they did not qualify for financial aid. In

response, they stopped attending classes. Another institutional barrier was the difficulty they experienced using the online registration system to enroll for courses. Some participants also interpreted the presence of an online system as a signal they could no longer seek personal assistance on campus. The participants also believed college staff should be more aware about the lack of college preparation many students have upon entering college because they may not know how to navigate the college bureaucracy, especially first generation college students.

Latinos in Four-year Institutions

Latinos are less likely to enroll in a four-year institution immediately after high school than their White counterparts, despite Latino college enrollment at record numbers in 2013 (Fry & Taylor, 2013). This trend continued into 2014 with only 49% of undergraduate Latinos enrolling in four-year institutions compared to 64% of undergraduate White students (National Center for Education Statistics, 2015a).

Although the number of Latinos in higher education in California has grown in recent years, California Latinos are still underrepresented in upward transfer to the public university systems compared to their enrollment in the community college system. There were 1,066,139 Latinos who accounted for 45% of the total enrollment in community colleges for the 2017-2018 academic year, but accounted for 25,015 or 41% of upward transfers to the CSU system, and only 6,656 or 25% of upward transfers to the UC system (California Community College Chancellor's Office, 2019a; California State University, 2019; University of California, Office of the President, 2019). By comparison, Whites accounted for 619,396 or 27% of the total enrollment in community colleges for the 2017-2018 academic year, yet accounted for 14,766 or 24% of upward transfers to the CSU system, and 7,376 or 28% of upward transfers to the UC system (California Community College Chancellor's Office, 2019a; California State University, 2019; University of California, Office of the President, 2019).

Table 2. 1. Community college enrollment and upward transfer to California public universities.

	2009-2010		2017-2018	
	Latino	White	Latino	White
California Community College Enrollment[a]	31%	32%	45%	26%
Transfer from Community College to CSU[b]	27%	34%	41%	24%
Transfer from Community College to UC[c]	17%	34%	25%	28%

[a] Adapted from http://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx
[b] Adapted from California State University (2019). *California community college transfers by concentration, ethnicity, gender, and campus of origin.* Retrieved from http://asd.calstate.edu/ccct/2017-2018/index.asp
[c] Adapted from University of California, Office of the President (2019). *Transfer fall admissions summary.* Retrieved from https://www.universityofcalifornia.edu/infocenter/transfer-admissions-summary

Motivational Factors for Latinos to Pursue Higher Education

Some Latinos view college as a way to make meaningful contributions to their community, including their family that gave them a sense of purpose while working toward a degree (Zell, 2010). Easley, Bianco, and Leech (2012) had similar findings in their interviews and focus groups with Latino students in a western university. One major theme identified by Easley et al. (2012) is the concept of Ganas. Ganas is "a deeply held desire to achieve academically fueled by parental struggle and sacrifice" (Easley et al., 2012, p.169). Easley et al. (2012) divides Ganas into five components including: 1) the desire to recognize parental sacrifice, 2) strength of the family, 3) admiration and respect for parents, 4) a desire to repay and position the next generation to achieve success, and 5) resilience and perseverance. The participants described wanting to succeed academically as a way to honor the hard work and sacrifices their parents and family made in immigrating to the U.S. and establishing a new life. Another motivation was to bring honor to their family's legacy through academic success. Others

desired to set a new future for their family by leading the family out of poverty so the next generation will have a better foundation for success.

Gonzales (2012) echoes the family as a motivator. Gonzales (2012) interviewed Latina faculty members about their cultural experiences in achieving academic goals. The goal of earning a higher education degree was not only supported by the family, but became a family goal with other family members supporting the students through non-academic means such as doing chores for the students so they could focus on studying. Being committed and wanting to contribute to the community was another inspiration for these participants to continue their academic work (Gonzales, 2012). They viewed their educational achievements as work towards the greater good of their communities (Gonzales, 2012).

Upward Transfer to Four-Year Universities

Community colleges are an important pathway to the bachelor's degree for Latinos. Thirty-five percent of Latino bachelor's degree recipients started their education at a community college (Cataldi, Green, Henke, Lew, Woo, & Shepherd, 2011). There are factors that can influence a community college student's decision to upward transfer. Hioki, Lester, and Martinez (2015) conducted a phenomenological study of students who transferred from community colleges to four-year universities in Nevada. They identified eight factors that influenced their decision to upward transfer: career aspirations, teacher influence, parental influence, socio-economic status (SES) background, academic achievement, self-improvement, 2+2 career pathways, and college location. Career aspirations are the desire, or lack thereof, to attend a college and work toward achieving career goals. Teacher influence refers to the impact teachers had on students' desires to pursue further education. Parental influence is the influence of the parental expectation of their children obtaining higher education. SES background is effect of the financial challenges and need to work to earn money on the decision to upward transfer.

Academic achievement is a student's scholarly accomplishments. Self-improvement refers to the desire to increase one's status and career opportunities. Community colleges have 2+2 career pathways to facilitate transfer between community colleges and four-year universities. College location is the proximity between the student and the transfer institution.

Wassmer, Moore, and Shulock (2004) found that Latino California community college students were less likely to upward transfer to four-year institutions than their White and Asian counterparts. Additionally, colleges with higher percentages of Latino students had lower upward transfer rates than colleges with lower percentages of Latino students. Latinos may possess a cultural capital that believes in the value of higher education, but also stresses the importance of supporting the family over the individual and staying close to home to help provide economically for the family (Wassmer et al, 2004). Their cultural capital could contribute to low upward transfer rates. Institutional support services that target underrepresented students may help supplement this group's particular cultural capital and help them upward transfer to a four-year institution.

Although community colleges are important pathways to a four-year degree, studies such as that conducted by Long and Kurlaender (2009), have found evidence that beginning at a community college can be detrimental to completing a bachelor's degree. Long and Kurlaender (2009) examined longitudinal data over nine years from the Ohio Board of Regents to determine how effective community colleges are as pathways to the bachelor's degree. In this data, only 26% of students at community colleges obtained bachelor's degrees within nine years of beginning their education compared to 67% at nonselective four-year institutions, and 82% at selective four-year institutions. After running regression analyses and controlling for demographic and academic variables such as SES, race, gender, age, and academic preparation,

there was still a decreased likelihood of bachelor's degree completion for students starting at a community college (Long & Kurlaender, 2009).

College choice can be an important factor in predicting if a Latino student will successfully earn a bachelor's degree. Arbona and Nora (2007) analyzed the National Educational Longitudinal Study (NELS) of 1988 data from the NCES to examine factors influencing Latino college degree attainment. The NELS data had follow-up surveys in 1990, 1992, 1994 and 2000. In the regression analyses, Arbona and Nora (2007) found that Latino students beginning at a four-year institution were more likely to obtain a bachelor's degree than those students who began postsecondary education at a two-year college. However, other factors mitigated this disadvantage for students beginning in a two-year college. Having the expectation of earning a degree increased the probability of earning a bachelor's degree by 93% (Arbona & Nora, 2007). Students that expect to earn a bachelor's degree are three times more likely to earn a Bachelor's degree than those who do not (Roksa, 2006). Another mitigating factor was the completion of a rigorous academic program in high school: it increased the probability of earning a bachelor's degree by 59% (Arbona & Nora, 2007). Students who completed a rigorous academic program were also 46% more likely to enroll in a four-year institution than those who were on a general education or vocational track (Arbona & Nora, 2007). Among four-year institution students who had parental expectations of them earning a degree, and whose friends were planning to attend college were 33% and 40%, respectively, more likely to earn a bachelor's degree (Arbona & Nora, 2007).

Even when Latino community college students upward transfer, they may not choose institutions that are commensurate with their academic abilities. Latinos can choose to upward transfer to less selective institutions than more selective institutions (Bensimon & Dowd, 2009).

Bensimon and Dowd (2009) analyzed data concerning a multi-year cohort of Latino students from a southern California community college. Of the 198 students who were eligible to transfer to the state's more selective and prestigious public institutions including University of California, Los Angeles and University of California, Berkeley, only 20 percent transferred to a UC campus while 53% transferred to the CSU system, 8% transferred to other institutions, and 19% did not transfer to any institution. They experienced what Bensimon and Dowd (2009) call a transfer choice gap: they chose to attend a less selective institution even though they were eligible to attend a more selective one. Bensimon and Dowd (2009) also conducted interviews and analyzed the data using Stanton-Salazar's (2001) six potential forms of support that institutional agents such as faculty and counselors can provide for their Latino students to help close the transfer choice gap: 1) knowledge of available funds; that is information about college resources and operations; 2) bridging to opportunities; 3) advocacy or acting to promote student interests; 4) role modeling; 5) emotional and moral support; and 6) personalized feedback, advice, and guidance. Participants who chose more selective and prestigious institutions had role models, frequent interaction with counselors and faculty, and exposure to information about institutions (Bensimon & Dowd, 2009). Participants who transferred to less selective institutions; experienced generic, brief, and distant interactions with counselors where their transfer questions and questions about specific institutions were answered, but were not exposed to the possibility of attending institutions that are more selective (Bensimon & Dowd, 2009). The participants expressed that other students like them arrive at the community colleges knowing very little about the higher education systems and that the community colleges need to be able to fill this knowledge gap (Bensimon & Dowd, 2009).

Factors Influencing Upward Transfer

Social Capital

Social capital is a component of Bourdieu's (1986) theory of social and cultural reproduction that consists of the value of the aggregated resources of a group to which one belongs. Members receive the backing of the group and have access through relationships to the capital that exists within the network. The amount of the social capital is dependent on the size of the network that can be accessed and the capital that exists by those connections. Social capital is a resource that can be drawn on by those who exist within these networks (Coleman, 1988). According to Coleman (1988), Social capital comes in three forms: 1) information channels, 2) norms and effective sanctions, and 3) obligations and expectations. Social capital in the form of information channels provides members with access to the information that is possessed by other members that facilitates knowledge transfer within the network. A network with greater volumes of information in a specific field would provide an advantage over members of another network that did not possess that depth of knowledge in the same field. Norms and effective sanctions help to shape expected behavior among members of the network.

Social Capital and Higher Education

Martin, Simmons, and Yu (2013) interviewed Latina undergraduate engineering students at the University of Houston to find sources of social capital and to examine its effect on their decision to select and pursue a degree in engineering. Most of the participants (75%) were first generation students and the highest level of parental education was some college, but no degree was earned. Most of the participants (75%) were also upward transfer students from community colleges. One finding is that Latina engineering students generally lacked knowledge about receiving financial aid and different college options. School personnel who encouraged the participants to major in engineering supplemented this lack of social capital. This was

accomplished through faculty interactions with the participants and through school sponsored activities such as an engineering summer camp. Another finding by Martin et al. (2013) was that lacking knowledge about resources delayed the participants seeking assistance in the four-year institution application process and led to a more difficult transition to the four-year institution once enrolled. The last finding was that peer groups and institutional support systems could also supplement the social capital possessed by the participants if they chose to access it.

Using a mixed methods approach, Person and Rosenbaum (2006) examined factors influencing Latino college choice. They found that Latinos are more likely than other ethnic groups such as Whites, Asians, African Americans and Native Americans to select a college based on information provided by family members and friends. This is especially true if the social contact they consulted also attended the school. Although, this can be beneficial to assist the new students adjust to a particular college, the Latinos interviewed showed the lowest amount of knowledge about options for college. The survey supported this, as well. The social capital of the Latino participants helped them to select a college and adapt to it, however, it also limited their choices by not providing enough knowledge about other college options.

Latinos may lack information about higher education in their social capital. Scantlebury, Springall, and Dodimeade (2012) studied how hospitality students chose their major in Central Florida. The participants were asked to complete a survey indicating the importance of different sources of information about college with a Likert scale ranging from one to five with five being the most important. White students used their parents and family as a source of information and non-White students sought information from college advisors. Scantlebury et al. (2012) speculate White parents and family have higher levels of education and thus have more information about the higher education system than parents and families of minority students. Latinos choose to

attend institutions that other family members have attended because those institutions are the basis of their knowledge about higher education (Zell, 2010). Latinos were also able to acquire or enhance their social capital by learning how to navigate the higher education system at community colleges (Zell, 2010). Crisp and Nunez (2014) found that minority students whose parents had earned a college degree had increased odds of transferring to a four-year institutions.

Social capital can also play a role in the academic success of community college students. Sandoval-Lucero, Maes, and Klingsmith (2014) used purposeful sampling to select focus group participants to examine the effects of social capital on student success among African American and Latino community college students. The participants drew from social capital that existed among the faculty at the colleges and their families. However, the form the social capital took differed between the two groups. The faculty and campus support were more academic. This support took the form of additional tutoring and accessibility of the faculty outside of class times and general support that led to a sense of belonging on the campus that the participants had not felt on other college campuses where they had failed in the past. The social capital from their families took the form of moral support and assuming additional household responsibilities from the student that enabled the students to focus more on their academic goals than household chores.

Cultural Capital

Cultural capital is another component of Bourdieu's (1986) theory of social and cultural reproduction. According to Bourdieu (1986), cultural capital exists in three states: embodied, objectified, and institutionalized. The embodied state consists of dispositions, mindsets, and values imbued by previous generations, especially parents. This type of capital is immediately transferrable as other forms of capital such as economic capital. It can also be unconsciously acquired through experiences as part of a certain social class. Bourdieu (1986) believes that

families with greater economic capital have the ability to allow their children to accumulate more of this type of capital by freeing them from the need to acquire economic capital through working. Objectified cultural capital can be seen in more tangible artifacts such as paintings, writings, music, and instruments (Bourdieu, 1986). They possess cultural capital as a means of transmitting embodied cultural capital to those who consume them. Appreciating the art and music of one's culture imbues part of the culture into the consumer. Institutionalized cultural capital is often seen in academic credentials such as degrees and certificates. These credentials are symbolic of the cultural capital the credential holders possess and allow for comparisons to be made among the holders of the credentials. It also allows conversion rates to be established between economic and cultural capitals more easily than the other forms of cultural capital (Bourdieu, 1986).

Cultural Capital and Higher Education

Using NELS data, Kaufman and Gabler (2004) analyzed the effects of cultural capital measured through extracurricular activities and college enrollment. At the general four-year institution level, several extracurricular activities were related to cultural capital that had positive effects on college enrollment including music and arts training, participation in school music, and public service. These extracurricular activities provide experiences and knowledge that help students build up cultural capital. At the elite institution level, museum attendance by parents and interest in the arts, in general, was a factor influencing acceptance and enrollment into elite institutions. Kaufman and Gabler (2004) speculate that this exposure of "high brow" culture and other parental pursuits of fine arts is one way students are exposed to and inherit cultural capital from their parents.

Cole and Espinoza (2008) examined the academic success of a longitudinal sample of 146 Latino college students enrolled in science, technology, engineering, and math (STEM)

majors from 1999 to 2003. Parental level of education was used to measure cultural capital in this study. However, parental education was not a significant influence on college grade point average. This may be because 73% of the parents reported only some college education and not a degree and earning a degree may be the minimum threshold for having a positive and significant effect on GPA. Cole and Espinoza (2008) believe this affirms the belief that cultural capital that is brought to college by the student influences the success the student experiences in college.

Dumais and Ward (2010) examined the influence cultural capital has on first generation college success. Dumais and Ward (2010) used data collected by the NCES, specifically the NELS of 1988-2000 and Postsecondary Education Transcript Study. Cultural capital was measured by measuring arts participation and interaction with school, especially in regards to post-secondary school educational opportunities and college preparatory classes. Family cultural capital was found to have significant positive association with four-year institution enrollment. Receiving assistance with college application essays was also found to increase odds of four-year institution enrollment. Additionally, students' and parents' skill in maneuvering through the educational system was another positive factor in increasing the odds of enrolling in a four-year institution. There was no difference found between these effects on first and second or later generation students implying that cultural capital affects both groups of students. Both arts-based and school-derived cultural capitals have positive effects on initial college enrollment.

Student and College Factors

Determining what factors influence the decision for a Latino community college student to transfer is important to determine ways to increase the transfer rate of Latinos to four-year institutions. Using focus groups, Ellis (2013) explored what factors made community college transfer students successfully transfer to four-year institutions. Participants cited themselves, family, and friends as sources of encouragement to upward transfer to a four-year institution.

First generation college students reported their family, and wanting to be a role model and source of pride for their family, as motivation factors for transferring and completing a bachelor's degree (Ellis, 2013).

Dougherty and Kienzl (2006) used regression analyses to examine data from the NELS and the Beginning Postsecondary Longitudinal Study to determine what factors influence transfer from community colleges to four-year institutions. They found that those with low socio-economic status (SES) were far less likely to transfer than those with high SES. They also found that older students, those beginning college after the age of 19, were less likely to upward transfer than those beginning younger than 19. Although the upward transfer rates for Latinos were five percentage points lower than Whites in this data set, Dougherty and Kienzl (2006) differ from the previous study by not finding that it was a statistically significant difference. Choice of major is another factor affecting upward transfer. Occupational majors (e.g. nursing, automobile technology) decrease the probability of upward transfer, although they do not restrict students in these majors from transferring (Dougherty & Kienzl, 2006). Students who are enrolled as full-time or nearly full-time students are also more likely to upward transfer than those enrolled as part-time students (Dougherty & Kienzl, 2006).

There can be as many as 2,000 students per counselor at urban community colleges (Gandara, et al., 2012). Even though community college students often report an intention to transfer to a four-year institution, the majority do not seek information and advice from faculty and other school personnel regarding upward transfer (Nora & Rendon, 2011). This poses a challenge to community colleges in getting upward transfer information to those who need it. Also, when Latino community college students seek information from a counselor, it isn't always helpful (Ellis, 2013). Latinos have also experienced unhelpful advising at the community

college. Advisors did not seem to know the correct information about core courses and transfer pathways (Ellis, 2013). Sometimes they received the wrong advice about which courses to take (Ellis, 2013). Upward transfer specific orientations were more helpful than general orientations for new students (Ellis, 2013).

Advising is an important service for Latino upward transfer students, not only for upward transfer advising, but also for helping students select courses on a path to upward transfer. In a survey of students from the Los Angeles Community College District, Hagedorn, Cypers, and Lester (2008) determined factors affecting urban community college student upward transfer to four-year institutions. Urban community college students who did transfer had higher math and English placement scores, and higher grade point averages (GPA) than non-transferring students. Another difference between transferring and non-transferring students was the number of "gateway" courses they are enrolled. Transferring students enrolled in gateway courses such as physics, economics, and calculus in greater numbers than non-transferring students (Hagedorn et al., 2008). Hagedorn et al. (2008) conclude that academics and academic persistence are keys to student transfer, and community colleges should "promote strong and consistent academic advising" (p.660). Latinos were underrepresented among transfer students in this sample (Hagedorn et al., 2008).

Barriers for Latino Upward Transfer to Four-year institutions

There is a racial transfer gap between Latinos and Whites transferring to a four-year institution (Crisp & Nunez, 2014). Identifying barriers to transfer is imperative to increasing the transfer rates of Latino community college students. Using a mixed-methods approach, Gard, Paton, and Gosselin (2012) explored what community college students perceive to be barriers to upward transferring to four-year institutions. The study used semi-structured interviews in focus groups and followed up with a survey based on focus group data. The survey was designed to

elicit responses regarding academic issues affecting upward transfer, the quality of advising in the community college and four-year institution, and the effectiveness of the transfer function. Participants agreed in both the focus group and survey that the advisors at the community colleges were barriers to upward transfer because they did not provide important information, or they provided incorrect information such as suggesting certain courses to take for upward transfer that were later not accepted by the four-year institution (Gard et al., 2012). Students often had to find relevant information regarding universities, transfer procedures, as well as determine which courses are transferrable on their own (Ellis, 2013). Another barrier was the cost difference between community colleges and four-year institutions (Gard et al., 2012). Some participants expressed "sticker shock" when they learned of the increased costs of attending a four-year institution compared to a community college. Lastly, some participants reported that their families either discouraged or were not supportive of their academic ambitions, and would have preferred that they help provide for their families by working instead of attending school.

Advising for Latino transfer students is necessary because they can lack this information in their own social networks and need for it to be provided by the school. In a survey of five California Community Colleges, Gandara et al. (2012), found that more than 13% of Latino students did not have a plan for transfer and believed that the transfer process was lonely and they had little support (Gandara et al., 2012). Some barriers faced by Latinos in transferring are job/school conflicts, academic difficulties, and financial issues (Gandara et al., 2012). Zell (2010) also described internal barriers emanating from a sense of marginalization, hopelessness, self-doubt, and internalized messages regarding low self-worth embedded in them by family and society.

Becerra (2010) analyzed telephone survey data from the Pew Hispanic Research Center using a randomly drawn nationally representative sample of Latinos (n=3,421). Regression analysis was used to determine the relationship between the barriers Latino's perceive in enrolling in college and completing college degrees including linguistic acculturation, generational status, academic achievement, and income. Becerra (2010) found that linguistic acculturation was the variable most related to perceived barriers. One reason may be that those with higher fluency in English have more exposure to the majority culture and may have learned to navigate the majority culture system better than those with low linguistic acculturation (Becerra, 2010). Participants with high linguistic acculturation were also more likely to view staying near their families instead of going away for school as a perceived barrier (Becerra, 2010). Participants who have completed some college were more likely to think that one barrier to completing a degree is the belief some Latinos have that college degrees are not necessary for a successful career (Becerra, 2010).

Possessing a high socio economic status (SES) did not have the same positive effect on Latino students as it did on White and Black students (O'Connor, 2009). Even Latinos who possess a high SES status tend to enroll their children in schools with a high percentage of minority students. O'Connor (2009) suggests that it is possible that high SES Latino parents may be unaware of resources available to help their children succeed in four-year institutions, and thus, prefer to enroll their children in community colleges that are less expensive. It is also possible the parents are unaware of the difficulties involved in upward transferring from a community college to a four-year institution, and this lack of information has increased the number of Latinos in community colleges. Overall, high SES Latinos were more likely to attend a four-year institution than low SES Latinos, but they did not experience the same effect on four-

year institution enrollment as high SES White and Black students (O'Connor, 2009). One recommendation is to communicate more effectively with the Latino community and make them better informed about higher tiers of the higher education system.

Melguizo (2009) used NELS data to determine if Latinos upward transferring to a four-year institution from a community college were detrimentally affected by beginning their postsecondary education at a community college. Melguizo (2009) determined that there was no significant difference in achieving outcomes between upward transfer students from community colleges and students who began college at a four-year institution. The analysis showed that there was a significant detrimental effect from being a Latino transfer student in the 1980s, however this effect disappeared by the 1990s. California community colleges showed a significant improvement in their transfer mission by helping to prepare and transfer Latino community college students (Melguizo, 2009). However, the overall number of Latino community college students who upward transfer remains low and community colleges can implement programs to help inform Latino students about transfer opportunities and procedures.

Clark, Ponjuan, Orrock, Wilson, and Flores (2013) interviewed counselors, secondary, and postsecondary administrators to examine barriers for Latino males in pursuing higher education goals. One theme that emerged is that counselors and administrators have little familiarity with obstacles faced by Latino males. Another theme was the influence of Latino families on the educational aspirations of their children. Even though many Latino parents value higher education, some pressure their college-aged children to help provide financially for the family, which is a distraction for students trying to achieve their higher education goals. Family influence was seen as an important factor in the formation of higher education goals; however, language barriers between schools and families limited information from being communicated to

parents that would have positively influenced their attitudes toward their children's higher education goals. Peer influence was another factor in the formation of higher education goals, and peer influence could be either positive or negative. If peers had plans to attend college, they could positively influence others' plans to attend. Conversely, not planning on attending college led others to decide to forego college. The final emergent theme suggested that more outreach was needed to make schools more welcoming to Latino males.

Financing college can be a challenge for many Latinos. Latinos are susceptible to the effects of the U.S. macroeconomic environment due their reliance on financial aid and other higher education support programs. Chacon (2012) interviewed Latino California Community college students enrolled in the Extended Opportunities Program and Services (EOPS) program to investigate their perceptions of the effects of statewide budget cuts on their ability to accomplish their educational goals, and what their perceptions were regarding reasons for budget cuts. The state funded Extended Opportunity Programs and Services (EOPS) program exists to provide open access for students facing language barriers as well as social and economic barriers by providing financial and technical support for college (Leon, 1980). Three themes emerged regarding the effect of budget cuts on their educational goals. The first is diminished access due to fewer offered courses and fewer slots available in programs like EOPS (Chacon, 2012). The second theme was inadequate support for Latino students such as counseling (Chacon, 2012). Budget cuts diminished the amount of counseling available, leaving students already unaware of how to navigate the higher education systems with even less resources to turn to for help (Chacon, 2012). They also reported a lack of financial support because of the budget cuts (Chacon, 2012). This led to students, many of whom were already lacking financial resources, to have to work more hours and spend less time on studies. The third theme was that participants

thought that they would have to delay completing their programs because of budget cuts (Chacon, 2012). Participants thought that one reason for the budget cuts was that the state placed lower value on education as evidenced by cutting funding for it, and that race and class discrimination influenced budget decisions (Chacon, 2012). One participant believed that lawmakers responsible for budget cuts did not care about community colleges because their children were sent to private schools (Chacon, 2012). They also believed that the same lawmakers could not understand the point of view of minorities and this affected their decision to cut budgets of community colleges that many minorities attend (Chacon, 2012).

Role of Faculty and Counselors in Upward Transfer

Interaction with institutional agents of the community college can influence the academic goals of students. Using the Science, Technology, Engineering and Math (STEM) Student Success Literacy Survey, Chen and Starobin (2018) identified college social capital as being more influential than family social capital in influencing degree aspirations among Iowa community college students. College social capital was a measure of the influence of interactions students had with institutional agents such as teaching and counseling faculty, and advisors (Chen & Starobin, 2018). However, Chen and Starobin (2018) only focused on academic track students instead of those enrolled in CTE programs. Similarly, Zilvinskis and Dumford (2018) highlight the importance of faculty-student interaction in influencing upward transfer. Faculty members can encourage upward transfer through formal programs designed to encourage transfer, writing policies that encourage transfer, or working to educate students about the benefits and opportunities of transferring and earning higher degrees (Zilvinskis & Dumford, 2018). Crisp, Taggart, and Nora (2015) found in their analysis of existing literature that a substantial number of studies indicated that positive relationships with mentors such as college faculty or counselors contribute to Latino students' academic success.

Faculty and staff play an important role in both the development of upward transfer goals and the transfer process. In a survey of high school CTE students, Defeo (2015) found that 61% of participants believed they possessed very little to no knowledge about career opportunities related to subjects discussed in their CTE courses. This would suggest that if the majority of CTE students are not aware of career opportunities related to their CTE courses in high school, they would not be aware of related career opportunities when beginning their study in the same CTE field in community college. Community colleges may need to fill this knowledge gap by informing incoming CTE students about career opportunities, and the work and educational requirements necessary to take advantage of those opportunities.

Student interactions with faculty and counselors can help create higher educational goals for minority students. During interviews with minority students, Gibbons and Shoffner (2004) found a theme suggesting that underrepresented minority students may only choose careers that others of their ethnicity have chosen, not careers where they see a dearth of people from their ethnicity. People in ethnicities that have historically low college graduation rates such as Latinos, may choose jobs that do not require a college degree because those are the jobs they see other Latinos doing. Faculty and counselors can help expand career opportunities for these students by examining student interests and suggesting careers requiring college degrees that students may not have considered previously due to a lack of ethnic role models who have chosen those careers, and by helping them prepare for perceived career barriers (Gibbons & Shoffner, 2004).

Kujawa (2013) described the “heating up” or increasing student’s academic and career goals through interaction and intervention by faculty. Kujawa (2013) interviewed eight CTE students who upward transferred to four-year institutions from two-year institutions. Of interest were factors that influenced their decisions to upward transfer instead of terminating at the two-

year institution as they planned at the beginning of their postsecondary education. One theme that emerged was that participants had little knowledge about how to navigate the higher education landscape. Information provided by faculty about relevant programs is one way to augment this lack of knowledge and to increase student academic aspirations. Another method is to present an engaging learning experience, and in this case, it was accomplished by providing context for the content matter being taught. This engaged learning led to participants having increased confidence in both their technical and academic abilities. The change from doubt to confidence in academic ability was integral in influencing participants' decisions to alter their academic goals and seek higher degrees. The final factor that led participants to further their educational goals was to communicate with graduates who had upward transferred to the four-year institutions from two-year institutions participants were currently attending. This was accomplished by learning how it was done, and to understand there are options other than terminating after graduating from two-year institutions and becoming part of the workforce.

Advising can have positive effects on increasing upward transfer regardless of the coursework path taken by students at community colleges. Bahr (2008) used regression analyses to evaluate three different models: baseline model, remedial math model, and transfer model to determine the effects of advising on California Community college students' chances of succeeding at their academic goals. In all of the models, Bahr (2008) found a significant positive effect of advising on student success including those in the transfer model. Bahr (2008) found no evidence of "cooling out" or lowering of educational goals as a result of advising in the community colleges. Advising increased a student's chance of upward transfer. Advising also benefits students who face greater disadvantages than those better prepared for higher education. Additionally, advising was equally beneficial for Whites, Blacks and Latinos (Bahr, 2008).

Tovar (2015) surveyed 397 Latino students in the California Community colleges using a model based on social capital. Regression analysis of the data indicated that the frequency with which a student met with teaching faculty outside of class and discussing career-related issues with faculty outside of class were strong predictors of a student's grade point average (GPA). However, this was not true of meetings with counselors. The number of times a student met with counselors was not a predictor of GPA. Furthermore, career-related discussions with counselors had a negative impact on GPA. Using a grounded theory approach, Arteaga (2015) conducted interviews with 26 low-income, first generation Latino community college students in the California Community College system. One theme was that counseling was essential for the participants to help overcome a lack of knowledge about navigating the higher education system.

> Counseling services were found to be especially vital for first-generation, low-income, Latino college students who often feel lost and confused regarding the college process; need step-by-step guidance; cannot rely on their familia [family] for academic support and advice; and desire a campus connection with counselors who can provide ongoing encouragement and support. (Arteaga, 2015, p.713)

Some of the reasons the participants sought counseling advice included guidance on coursework selection, assistance on developing an educational plan to reach their educational goals, assistance with college-related applications including financial aid, and referrals to campus support services (Arteaga, 2015).

In interviews with Latino community college students, Zell (2010) found themes about faculty and counselors affecting the transfer process for Latinos. Generally, the participants viewed their interaction with faculty as positive not only for success at the community college, but also in the upward transfer process. They sought advice and information about career

opportunities, relevant courses to take, and information about possible upward transfer institutions from faculty outside of class time. However, the interaction they had with counselors was less helpful. Participants reported that counselors gave incorrect information regarding transferrable coursework and which courses were required to complete the requirements for transfer. Another common issue was the counselors were unfamiliar with the students' area of interest. This led the participants to seek assistance from professors or family members with college experience to make academic decisions.

Conclusion

To meet the growing demand for workers with bachelor's degrees, California Community College Hospitality Management students will need to earn bachelor's degrees in greater numbers. One way to reach this goal is to increase the number of CCCHM students who upward transfer from community colleges to four-year institutions. In particular, Latinos are a large and growing demographic in the U.S., especially in California. Because of their growing population, Latinos are also becoming a larger and more integral part of the workforce of the U.S. However, bachelor's degree attainment among Latinos remains low compared to other ethnicities. Although college enrollment among Latinos has been consistently increasing, almost half of this enrollment is in community colleges. In California, the proportion of community college students upward transferring to the CSU system and UC system is lower than for other races such as Whites.

Latinos face a number of barriers to transfer. The social capital and cultural capital Latinos possess often does not contain resources that are beneficial for navigating through the higher education landscape. Their social capital networks often lack knowledge about applications for admission, enrollment procedures, how to obtain financial aid, and how to upward transfer to four-year institutions. Latinos' institutionalized cultural capital in the form of

higher education represented by bachelor's degrees is also lacking. With this missing cultural capital, there are few examples or role models to influence the educational aspirations of future Latino college students. The community colleges through faculty interaction can influence the academic decisions of Latino students by providing resources not found in the social and cultural capitals of Latino students. By examining the effects of social and cultural capitals on the transfer intentions of LCCCHM students, methods to supplement the existing capitals can be developed to encourage more transfer among LCCCHM students.

CHAPTER 3. METHODOLOGY

The purpose of this study was to a) to examine the influence social and cultural capitals have on the educational aspirations of non-Latino California Community College Hospitality Management (CCCHM) students and Latino California Community College Hospitality Management (LCCCHM) students educational aspirations, and b) to examine the relationship between community college personnel, support programs, and transfer programs on LCCCHM and non-Latino CCCHM students.

1. How does the social and cultural capital possessed by CCCHM students influence their ability to navigate the higher education system, their intention to pursue higher education, and their educational aspirations?
2. How does the social and cultural capital possessed by LCCCHM students influence their ability to navigate the processes involved in pursuing higher education, their intention to pursue higher education, and their educational aspirations compared with CCCHM students of other ethnicities?
3. Do demographic differences in social and cultural capital of LCCCHM students influence their ability to navigate the processes involved in pursuing higher education, their intention to pursue higher education, and their educational aspirations compared with CCCHM students of other ethnicities?
4. What influence does interaction with faculty have on LCCCHM and non-Latino CCCHM students' educational aspirations and intention to upward transfer to higher education institutions?

5. Do demographic differences between LCCCHM and non-Latino CCCHM students' interaction with faculty influence their educational aspirations and intention to upward transfer to higher education institutions?
6. How do support and transfer programs that are currently available to LCCCHM and non-Latino CCCHM students' influence their educational aspirations and upward transfer intention to higher education institutions?
7. What influence do demographic differences among LCCCHM and non-Latino CCCHM students of the support and transfer programs that are currently available influence their educational aspirations and upward transfer intention?

Use of Human Subjects Statement

Approval from the Iowa State University Human Subjects Review Board (IRB) was obtained prior to recruitment and data collection (Appendix A). All researchers involved in the study completed Iowa State University's Human Subjects Research Assurance Training.

Research Design

A quantitative web-based questionnaire was used to answer the research questions (Appendix B). The target population was CCCHM including LCCCHM students enrolled in Hospitality Management and related majors in the state of California.

Sample

Students who were enrolled in hospitality management or related programs, such as culinary arts, at community colleges throughout California participated in this study. There were 28,065 students in hospitality management and related majors in the spring 2018 semester (California Community College Chancellor's Office, 2018). To stratify the sample to include representation throughout the state, community colleges with hospitality management and related programs from all ten regions identified by the Student Senate for California Community

Colleges and an enrollment of at least 300 students were invited to participate (Student Senate for California Community Colleges, 2018). Schools with larger enrollments were targeted because they receive more overall funding based on the Student Centered Funding Formula used by the California community colleges that partly uses a calculation that is reflective of enrollment to set the base allocation (California Community College Chancellor's Office, 2019b). Based on this funding, larger programs can employ more faculty and support staff than programs with lower enrollments. At least one college from each of the ten regions was invited to participate in the study. Both Latino and non-Latino CCCHM students were invited to participate. These criteria resulted in 24 schools chosen to participate. Department chairs of these programs were contacted by the principal investigator, provided background information of the study, and requested to participate (Appendix C). Nine department chairs agreed to assist with this study. IRB approval or the equivalent from each community college was obtained if required by the community college. Only one of the nine colleges requested approval by the community college's executive committee or IRB. A packet containing information about the study was submitted to that community college's executive committee. No further communication with that community college was received. Follow up emails and phone calls with the department chair were not returned. This resulted in eight department chairs willing to assist in this study by distributing emails containing links to the questionnaire to their students (Appendix D). An estimated 2,300 CCCHM students were invited to participate in the study.

Questionnaire

The study adapted questions from the Science, Technology, Engineering, and Math (STEM) Student Success Literacy survey (Starobin, Laanan, Russell, Lopez & Chen, 2013) and the Expanding STEM Talent Through Upward Transfer Baseline Survey (Wang, 2016) to investigate how support services and interactions with college personnel, such as faculty and

counselors, influenced CCCHM's higher education aspirations and intent to transfer to a higher education institution beyond the community college. The questionnaire also assessed social and cultural capital by adopting the social capital section of the STEM Student Success Literacy survey (Starobin et al., 2013) and the cultural capital questionnaire (Noble & Davies, 2009). To ensure content, construct, and face validity (Dillman et al., 2014), the questionnaire was reviewed by experts in foodservice education (n=3), research methods/statistics (n=1), and working with populations of color (n=1) at a Midwestern land-grant university.

Validation Study

A validation study for the questionnaire was conducted with a sample of culinary arts students (*n*=20) at one Southern California community college. Students in this class were at the beginning, middle, and near the end of their academic program at the community college. Participants assessed the questionnaire for face and construct validity. The participants in the validation study completed the questionnaire and were asked additional questions about delivery format and language comprehension of the questions. Participants reported that the questionnaire required 10 to 20 minutes to complete. The questionnaire was modified based on feedback obtained in the validation study. Questions were revised for clarity to ensure appropriate data were collected. Validation study participant responses were not included in the final study.

Data Collection

The questionnaire was distributed via the web using Qualtrics™. The primary investigator sent the department chairs of the eight schools an email containing a description of the study and a link to the questionnaire (Appendix E) at the beginning of each week. These emails were to be forwarded to the students in the department chairs' department. Participants were allowed to navigate to proceeding questions without being required to select an answer. Toward the end of the questionnaire, participants were invited to enter into a drawing by

providing their email addresses to receive one of ten $10 gift cards to thank them for participating.

Data Analysis

SPSS 24.0 was used to analyze the questionnaire data. Descriptive statistics were calculated and analyzed from the questionnaires. Ordinary least squares regression tests were used to examine the effects of social capital, cultural capital, advising, faculty interaction, and support programs on the transfer intentions of the participants, confidence in navigating the upward transfer process, and higher education aspirations measured by degree goal. Mean scores were used to replace missing data in the analyses.

CHAPTER 4. RESULTS AND DISCUSSION

Summary of Results

The questionnaire was distributed to approximately 2,300 students in eight community colleges across California. All eight community colleges were in urban or suburban areas and had at least 300 students enrolled in hospitality related majors. There were 312 responses for an estimated response rate of 14%. One hundred and eighty nine responses were completed fully enough to be included in the analysis.

For the age distribution, 85 (45%) were 18-24 years old, 56 (29.6%) were 25-34 years old, 31 (16.4%) were 35-49 years old, 7 (3.7%) were 50 years old or older, and 10 (5.3%) preferred not to answer. The genders in the sample were distributed as follows: 65 (34.4%) males, and 124 (65.6%) females. The household incomes of the sample were: 46 (24.3%) earned less than $20,000, 46 (24.3%) earned between $20,000 and $39,999, 29 (15.3%) earned between $40,000 and $59,999, 14 (7.4%) earned between $60,000 and $79,999, 23 (12.3%) earned more than $80,000, and 31 (16.4%) declined to state a household income. Ethnicity was distributed as follows: 16 (8.5%) reported African Americans, 22 (11.6%) reported Asians, 117 (61.9%) reported Hispanic or Latino, 7 (3.7%) reported other, 21 (11.1%) reported White non-Hispanic, 6 (3.2%) preferred not to answer.

Social and cultural capital of the students, faculty interaction, and support and transfer programs were used as predictor variables in the ordinary least-squares regression analyses run to predict educational aspirations, intention to complete upward transfer and confidence in their ability to navigate the upward transfer process. Ethnicity was also included in the regression models to determine whether being Latino had any effect on the dependent variables. Additionally, other demographic variables such as age, gender, and household income were

included in the regression models to control for their effect. The study was designed to answer seven research questions. Summaries for each research question follow.

Internal consistency of the scales used for the social and cultural capital constructs was measured using Cronbach's alpha: social capital activities discussion ($\alpha = 0.78$), cultural activities participation ($\alpha = 0.71$), cultural exposure by parents ($\alpha = 0.83$), parental cultural capital participation ($\alpha = 0.77$), and social barriers to degree completion ($\alpha = 0.83$).

Likewise, the internal consistency of the scales used to measure the classroom environment, faculty interaction, and the upward transfer environment of the community college was also measured using Cronbach's alpha: academic consulting ($\alpha = 0.92$), faculty interaction ($\alpha = 0.86$), classroom environment ($\alpha = 0.83$), college transfer environment ($\alpha = 0.86$), academic involvement ($\alpha = 0.83$), frequency of general transfer service use ($\alpha = 0.90$), frequency of support service use ($\alpha = 0.83$), importance of general transfer service use ($\alpha =0.82$), importance of support service use ($\alpha = 0.87$), satisfaction with general transfer services ($\alpha = 0.95$), and satisfaction with support services ($\alpha = 0.95$).

The results are discussed below by research question.

1. How does the social and cultural capital possessed by CCCHM students influence their ability to navigate the higher education system, their intention to pursue higher education, and their educational aspirations?

Social and cultural capital were each assessed by using scales to measure family and friends' support for education, parental education level, parental discussion of topics related to social capital, parental and individual participation in cultural activities, working status of the students, and socioeconomic backgrounds. Students' perceptions of the importance of higher education were measured by their intention to upward transfer to a four-year institution. Their

educational aspirations were measured by the highest degree they planned to earn. Lastly, their ability to navigate processes involving higher education was measured by a self-reported confidence level in their ability to navigate the upward transfer process.

Six regression models were used to measure the individual effects of social and cultural capital on intention to upward transfer, highest degree sought, and confidence in navigating the upward transfer process. The first three regression models used social capital measures as the predictor variables and were all significant, suggesting that the students' social capital influences their perception of the importance of higher education, their confidence in navigating the upward transfer process and the highest degree they are seeking. The model using social capital to predict confidence in navigating the upward transfer process was significant (Table 4.4): R^2 = .16, $F(14, 174) = 2.28$, $p < .01$, with fewer social barriers to earning a degree ($\beta = .220$, $p < .01$) being a significant individual variable. The next regression model using social capital to predict the intent of upward transfer was not significant (Table 4.5): $R^2 = .12$, $F(14, 174) = 1.70$, $p = .06$, with no individual variables being significant. The last social capital regression model predicting highest degree sought was significant (Table 4.6): $R^2 = .14$, $F(14, 174) = 2.56$, $p < .05$, with no individual variables being significant.

None of the cultural capital regression models were significant. The cultural capital regression model predicting confidence in navigating the upward transfer process was not significant (Table 4.7) $R^2 = .10$, $F(13, 175) = 1.42$, $p = .15$, with no individual variable being significant. The regression model using cultural capital to predict the intent of upward transfer was not significant (Table 4.8) $R^2 = .09$, $F(13, 175) = 1.33$ $p = .20$. The cultural capital regression model predicting highest degree sought was not significant (Table 4.9) $R^2 = .10$, $F(13, 175) = 1.49$, $p = .125$. No independent variable in any cultural capital model was significant.

2. How does the social and cultural capital possessed by LCCCHM students influence their ability to navigate the higher education system, their intention to pursue higher education, and their educational aspirations compared with CCCHM students of other ethnicities?

To address the second research question, an ethnicity variable distinguishing between Latino and non-Latino participants was included in each of the six regression models used in research question number one. Although some of the models were significant in the first research question, the Latino variable was not significant in any of the six models. These results suggest that there is no significant difference between Latino and non-Latino CCCHM students when it comes to the effects of their social and cultural capital on their perception of the importance of higher education, their confidence in navigating the upward transfer process, and the highest degree they seek in their lifetime.

3. Do demographic differences in the social and cultural capital possessed by LCCCHM students influence their ability to navigate the processes involved in pursuing higher education, their intention to pursue higher education, and their education aspirations compared with CCCHM students of other ethnicities?

Besides ethnicity, which was accounted for in the second research question, the demographic variables: age, gender, and household income were used in the regression models to determine the effects on their confidence in navigating the upward transfer process, intent of upward transfer, and highest degree sought. The demographic variables were not significant predictors in any of the regression models.

4. What influence does interaction with faculty have on LCCCHM and non-Latino CCCHM students' educational aspirations and intention to upward transfer to higher education institutions?

Two regression models were used to determine the influence of faculty interaction on educational aspirations and upward transfer intentions. The first regression model predicting upward transfer intentions was significant (Table 4.10): $R^2 = .31$, $F(14, 174) = 5.46$, $p < .001$. For the upward transfer regression model, inquiring about upward transfer from faculty members was a significant individual variable in the model ($\beta = .358$, $p < .001$). The second regression model was significant in predicting the participants' educational aspirations (Table 4.11): $R^2 = .18$, $F(14, 174) = 2.64$, $p < .01$. Class preparation time was a significant variable in the regression model predicting education aspirations ($\beta = .223$, $p < .001$).

5. Do demographic differences between LCCCHM and non-Latino CCCHM students' interaction with faculty influence students' educational aspirations and intention to upward transfer to higher education institutions?

Demographic variables for age, gender, household income, and Latino ethnicity were included in the regression models used to answer the fourth research question. Although the regression models were significant, the demographic variables—age, gender, household income, and Latino ethnicity—were not significant variables in either of the two regression models using faculty interaction to predict educational aspirations and upward transfer intentions.

6. How do support and transfer programs that are currently available to LCCCHM and non-Latino CCCHM students' influence students' educational aspirations and upward transfer intention to higher education institutions?

Support and transfer programs were both significant predictors of both educational aspirations and upward transfer intentions. Two regression models were used for support programs, and two regression models were used for transfer programs. All four of the regression models were significant.

Scales were used to measure the frequency of use, perceived importance of, and satisfaction with the transfer programs and use of academic counseling for upward transfer. The first transfer program regression model predicted intent of upward transfer. This was a significant model (Table 4.12) $R^2 = .52$, $F(8, 180) = 24.17$, $p < .001$. Academic consulting for upward transfer was a significant variable: ($\beta = .138$, $p < .05$), as was consulting a university regarding upward transfer: ($\beta = .548$, $p < .001$). Transfer service use was a significant variable: ($\beta = .161$, $p < .01$). Lastly, satisfaction with the transfer services was also significant: ($\beta = .126$, $p < .05$). The second transfer program model predicted educational goals was significant (Table 4.13) $R^2 = .24$, $F(8, 180) = 6.93$, $p < .001$. For this model, the academic consulting was a significant variable: ($\beta = .291$, $p < .001$). Consulting a university regarding upward transfer was also a significant variable: ($\beta = .312$, $p < .001$).

For the support services, scales were used to measure the frequency of use, perceived importance of, and satisfaction with the support programs. One regression model used support services to predict the intent of upward transfer, and this was significant (Table 4.14): $R^2 = .18$, $F(7, 181) = 5.80$, $p < .001$. The use of the support services was a significant variable for this model: ($\beta = .158$, $p < .05$). The importance of the support services was also a significant variable for this model: ($\beta = .377$, $p < .001$). The second support service regression model that predicted educational aspirations was also significant: $R^2 = .08$, $F(7, 181) = 2.21$, $p < .05$. Importance of the support services was the only significant individual variable in this model: ($\beta = 261$, $p < .01$).

7. What influence do demographic differences among LCCCHM and non-Latino CCCHM students in the support and transfer programs have on their educational aspirations and upward transfer intention?

Similar to the faculty interaction regression models, age, gender, household income, and Latino ethnicity demographic variables were included in the models but were not significant predictor variables for predicting either educational aspirations or upward transfer intentions for any of the support and transfer programs regression models.

Discussion

Discussion sections are organized here by research question.

1. How does the social and cultural capital possessed by CCCHM students influence their ability to navigate the higher education system, their intention to pursue higher education, and their educational aspirations?

Social and cultural capital theory was not a good fit in predicting CCCHM students' ability to navigate the higher education system, their intention to upward transfer nor their degree aspirations. Even though the regression models using social capital to predict CCCHM students' confidence navigating the higher education system and their highest degree sought were significant, the R-squared values were low, .16 and .14 respectively. The lone independent variable in the social capital regression models that was significant at the $p < .01$ level was social barriers to degree variable. This variable measured social responsibilities, such as needing to provide childcare that the participants faced while pursuing their higher education. This may because those with fewer social responsibilities were able to spend more time learning how to navigate the transfer process than those who had to devote more time to social responsibilities. It could also represent the participants tapping into their social capital to address the social issues and to help inform them about the upward transfer process (Gonzales, 2012). This would align with them using their social capital to achieve their goals (Sandoval-Lucero, Maes, & Klingsmith, 2014). For students who do not have access to this type of capital, students should be directed to programs designed to assist with overcoming these social barriers at the

community colleges. Students who are unfamiliar with higher education may not be aware of these programs and can benefit if they are informed of the resources available to help alleviate the burden of these social barriers to achieving their educational goals. However, due to the low R-squared value of the overall model (R^2=.16), the effect of facing lower social barriers may be minimal. None of the cultural capital regression models were significant. The cultural capital questionnaire may have contained vocabulary unfamiliar to the participants. Words like cinema and theater may not be as familiar to them. The questionnaire may need to be updated to more current trends in the culture. Social cognitive career theory (SCCT) may be an appropriate model to apply to this phenomenon instead of social and cultural capital. SCCT attempts to explain how career and academic interests are developed, how career and academic goals are selected, and how people perform and persist to achieve these goals (Lent, Brown, & Hackett, 1994).

2. How does the social and cultural capital possessed by LCCCHM students influence their ability to navigate the processes involved in pursuing higher education, their intention to pursue higher education, and their educational aspirations compared with CCCHM students of other ethnicities?

The Latino ethnicity variable was not significant in any of the social or cultural capital regression models. Among transfers from the California community colleges to the California State University (CSU) system and the University of California (UC) system, the percentage of Latino transfers to these systems is closer to their representation in the population. With the transfer numbers approaching parity to population figures, there may no longer be a deficit in the social and cultural capitals of Latinos. There have been many articles written about first generation Latino students in higher education (Dennis, Phinney, & Chauteco, 2005; Saunders & Serma, 2004; Boden, 2011; Torres, Reiser, Lepeau, Davis, & Ruder, 2006; Trevino & DeFreitas,

2014). However, more Latino students who are now in the higher education system may be second-generation students and have acculturated to the majority culture in the U.S. This acculturation to the majority culture may explain why ethnicity is not a significant variable in this study. Second generation students may also be able to access social capital from the first generation of students who have experienced higher education to have better navigate the higher education system. This form of their social capital would provide information about access to higher education campuses and expand their horizon of potential campuses to attend for their degrees. Another explanation could be the adoption of higher education into the Latino culture is following the adoption pattern outlined in Diffusion of Innovations theory. According to the Diffusion of Innovations theory, a group incrementally adopts new ideas and practices in stages (Rogers, 2003). The early generations of Latino students in higher education were innovators and early adopters. Now that the number of Latino upward transfer students has increased greatly, they have reached the early or late majority stage.

3. Do demographic differences in social and cultural capital of LCCCHM students influence their ability to navigate the processes involved in pursuing higher education, their intention to pursue higher education, and their educational aspirations compared with CCCHM students of other ethnicities?

None of the demographic variables, age, gender, or household income were significant independent variables in any of the social and cultural capital regression models.

4. What influence does interaction with faculty have on LCCCHM and non-Latino CCCHM students' educational aspirations and intention to upward transfer to higher education institutions?

This research question investigated the influence of student interaction with faculty on the upward transfer intentions and educational goals of Latino and non-Latino CCCHM students. This research does show that the faculty interaction regression models are significant. Faculty interaction may have a modest effect on the intent of upward transfer (R^2 = .31) and a smaller influence on highest degree sought (R^2 = .18) of these students, if any effect at all. Consulting professors regarding transfer information was a significant variable in upward transfer rates (β = .358, p < .001). However, students who consult professors about transfer may have already have a desire to transfer and are simply looking for information. Nonetheless, there is some evidence that faculty influence may affect students' educational aspirations (Kujawa, 2013). Additionally, teaching faculty are seen on a regular basis by students compared with the frequency of seeing counselors. This gives students more opportunities to get information about transferring, such as which universities have hospitality programs and which courses are transferrable or articulated. Teaching faculty may also have more expertise in upward transfer institutions that have prominent programs in the hospitality management discipline than do counselors who know only general information about upward transfer institutions rather than information about specific disciplines. This would allow teaching faculty to influence upward transfer decisions by providing information about career opportunities and relevant programs students can upward transfer to (Kujawa, 2013).

5. Do demographic differences between LCCCHM and non-Latino CCCHM students' interaction with faculty influence their educational aspirations and intention to upward transfer to higher education institutions?

The demographic variables including age, ethnicity, gender, and household income were not significant variables in the faculty influence regression models.

6. How do support and transfer programs that are currently available to LCCCHM and non-Latino CCCHM students' influence their educational aspirations and upward transfer intention to higher education institutions?

Another goal of this study was to examine the effect of support and transfer programs on the participants' intent to upward transfer and their educational aspirations. All the regression models using either the support or transfer programs to predict intent to upward transfer and educational aspirations were significant. Though significant, the R-squared values for the non-transfer support services regression models predicting intent to transfer (R^2 = .18) and degree aspiration (R^2 = .08) were low. There is some evidence that counseling is not helpful with upward transfer due to the information from counselors often being general transfer information rather than specific information related to a specific discipline and in some cases incorrect (Zell, 2010).

The use of both transfer and support service programs were significant variables in the intent to transfer regression models. This result differs from Carrell and Kurlaender (2016) where the ratio of support staff to students was not a significant variable in their regression analysis. Interestingly enough, the frequency of use of these services was not a significant predictor of educational aspiration. This is not a surprising finding. One reason for this finding could be that the transfer and support programs are influencing the students to upward transfer to earn a bachelor's degree. Alternatively, students who already intend to upward transfer may be seeking guidance on how to accomplish that goal from the transfer and support services.

Both of the transfer services regression models were significant with higher R-squared values than the support services regression models. Transfer services may have a moderate effect on intention to transfer (R^2 = .52) and a more moderate effect on highest degree sought (R^2 =

.24). This could be a result of an intrinsic interest in the students seeking transfer and higher degrees using these services more than those not seeking transfer or to earn a degree higher than the community college can confer.

7. What influence do demographic differences among LCCCHM and non-Latino CCCHM students of the support and transfer programs that are currently available influence their educational aspirations and upward transfer intention?

This study also sought to identify any influences from the demographics of Latino and non-Latino CCCHM students that may have affected how faculty interaction, support programs, and transfer programs influenced the intent of upward transfer and educational aspirations. None of the regression models showed that the demographic variables were significant predictors of either the participants' intent to upward transfer or their educational goals. This is in contrast to the research of Xu, Ran, Fink, Jenkins, and Dundar (2018) that found institutional factors such as SES background and ethnicity were predictive of community colleges effectively upward transferring bachelor's-degree- completing students. Although the demographic variables were not significant predictors of either dependent variable, the sample differed from the overall population of California. The sample had over half (51%) report household income of less than $40,000 and an additional 16% declining to report their household income. This is considerably lower than the median household income of California for 2018 at $67,169 (U.S. Census Bureau, 2018).

Table 4. 1. Questionnaire Participant Demographics (*n* = 189)

Category	*n*	%
Gender		
Female	124	65.6
Male	65	34.4
Age		
0-24 years old	85	45.0
25-34 years old	56	29.6
35-49 years old	31	16.4
50 and over years old	7	3.7
Prefer not to answer	10	5.3
Household Income		
Less than $20,000	46	24.3
$20,000 - $39,999	46	24.3
$40,000 - $59,999	29	15.3
$60,000 - $79,999	14	7.4
$80,000 or more	23	12.2
Prefer not to answer	31	16.5
Ethnicity		
Asian	22	11.6
Black or African American	16	8.5
Hispanic or Latino	117	61.9
White	21	11.1
Other race or Ethnicity	7	3.7
Prefer not to answer	6	3.2
Highest Level of Education desired		
Classes only/No degree	4	2.1
Vocational certificate/diploma	9	4.8
Associate's degree	23	12.2
Bachelor's degree	66	34.9
Master's degree	58	30.7
Doctoral degree	29	15.3
Parent/Guardian #1 education level		
High school graduate or less	90	47.7
Some college or Associate's degree	55	29.1
Bachelor's degree	24	12.7
Some graduate school or graduate degree	8	4.2
Don't know	12	6.3
Parent/Guardian #2 education level		
High school graduate or less	107	56.6
Some college or Associate's degree	42	22.2
Bachelor's degree	11	5.8
Some graduate school or graduate degree	5	2.7
Don't know	24	12.7

Table 4. 1. continued

Category	*n*	%
How confident are you handling the transfer process		
Not at all	29	15.3
A little	31	16.4
Somewhat	50	26.5
Very	49	25.9
Extremely	30	15.9
Intent of transfer to a four-year university		
Not at all	35	18.5
A little	27	14.3
Somewhat	54	28.6
Very	24	12.7
Extremely	49	25.9

Table 4. 2 Summary of Construct Measures for Social and Cultural Capital

Construct Measure	M	SD	Reliability
Social Capital Activities	3.22	1.00	0.78
During high school, how often did your parents or other adult family members living with you:			
Discuss books, films, or television programs with you	3.18	1.55	
Eat the main meal with you	4.15	1.29	
Spend time with you	4.24	1.17	
Work with you on your homework	2.41	1.61	
Discuss your progress in school with you	3.36	1.43	
Participate in school related activities (e.g. sports events, parent teacher meetings, school performances)	2.52	1.45	
Spend time talking with your friends	2.70	1.50	
Cultural Activities Participation	2.38	0.47	0.71
How often do you do each of these activities in your spare time?			
Watching television	1.97	0.84	
Going to art galleries or museums	2.22	0.85	
Going to the theater (to see plays)	2.10	0.89	
Going to concerts	2.25	0.96	
Playing an instrument	1.77	0.97	
Listening to music	3.76	.051	
Keeping up with news on TV or internet	3.02	0.84	
Keeping up with news on the radio	2.42	1.08	
Keeping up with news by reading newspapers	1.87	1.01	
Cultural Exposure by Parents	2.36	0.78	0.83
Which of the following have you heard your parents or guardians discuss?			
Art	1.93	0.97	
Books	2.28	1.04	
Science	2.05	0.96	
Current Affairs	2.78	1.09	
Music	2.74	1.05	

Table 4.2 continued

Construct Measure	M	SD	Reliability
Parental Cultural Capital Participation	2.05	0.50	0.77
Do your parents or guardians do any of these activities in their leisure time?			
Watching television	1.47	0.63	
Listen to music	3.30	0.73	
Go to art galleries or museums	1.69	0.81	
Go to the cinema	2.37	0.96	
Read novels	2.10	1.12	
Read non-fiction	1.93	1.02	
Go to the theater	1.68	0.89	
Go to concerts	1.95	0.97	
Play a musical instrument	1.41	0.81	
Attend evening or daytime classes	1.46	0.85	
Listen to the radio	3.20	0.90	
Social Barriers to Degree Completion	2.86	0.64	0.83
How likely would each of the following **prevent** you from obtaining your desired highest academic degree?			
Child care issues	3.30	1.09	
Health issues	3.08	1.00	
Debt-need to work more hours because of bills	2.32	1.14	
Inability to balance home and school responsibilities	2.62	1.07	
Inability to balance work and school responsibilities	2.80	1.03	
Insufficient financial aid	2.31	1.11	
Lack of money	2.15	1.12	
Poor or failing grades	3.15	0.93	
Transportation issues	3.29	0.92	
Unprepared for college coursework	3.32	0.87	
Lack of support services (i.e. tutoring/mentoring/counseling)	3.31	0.86	

Table 4. 3 Summary of Construct Measures for Community College Factors

Construct Measure	M	SD	Reliability
Academic Consulting	3.19	1.09	0.92
Please indicate the extent to which you disagree or agree with each statement.			
I consulted with academic advisors/counselors regarding transfer to a four-year college or university.	3.16	1.37	
Information received from academic advisors/counselors was helpful in the transfer process.	3.27	1.15	
I met with academic advisors/counselors on a regular basis.	2.77	1.26	
I talked with an advisor/counselor about courses to take, requirements, and education plans.	3.50	1.30	
I discussed my plans for transferring to a four-year college or university with an academic advisor/counselor.	3.12	1.35	
Advisors/counselors identified courses needed to meet the general education/major requirements of a four-year college or university I was interested in attending.	3.30	1.26	
Faculty Interaction	2.25	1.07	0.86
How often did you do each of the following at your community college?			
Visited faculty and sought their advice on class related work.	2.10	1.19	
Felt comfortable approaching faculty outside of class.	2.36	1.27	
Discussed career plans and ambitions with a faculty member.	2.11	1.28	
Asked a faculty member for comments and criticisms about my work.	2.44	1.40	

Table 4.3 continued

Construct Measure	M	SD	Reliability
Classroom Environment	4.45	0.60	0.83
To what extent do the following generally characterize the classroom environment you have experienced at this college?			
I felt I was treated respectfully in class.	4.40	0.91	
The class size made it difficult to ask questions.	4.15	0.96	
I felt isolated in class.	4.34	0.92	
Instructor expressed a lack of confidence in my ability to succeed in class.	4.38	1.00	
Instructor made prejudiced comments that made me uncomfortable.	4.68	0.78	
Students made prejudiced comments that made me uncomfortable.	4.57	0.81	
I felt like I did not fit in.	4.38	1.01	
I was ignored when I tried to participate in class discussions or ask questions.	4.71	0.72	
College Transfer Environment	3.10	0.81	0.86
In your opinion, how successful has this college been at providing:			
Faculty role models similar to you	3.26	1.11	
Administrative staff/role models similar to you	2.95	1.05	
Clubs and organizations that match your interest	2.52	1.06	
Classroom environments that encourage your academic success	3.42	1.00	
A sense of being a valued member of the community	3.16	1.08	
Opportunities to interact socially with your friends	3.28	1.11	
Academic Involvement	4.37	0.59	0.83
How often do you…			
come to class on time?	4.52	0.71	
pay attention during class?	4.56	0.61	
take notes during class?	4.31	0.86	
complete course assignments on time?	4.42	0.71	
review course materials after class?	4.05	0.95	

Table 4.3 continued

Construct Measure	M	SD	Reliability
Frequency of General Transfer Service Use	2.18	1.03	0.90
How <u>often</u> do you use each of the following services provided by your community college?			
Advising for future transfer to a four-year college or university, either walk-in or online	2.31	1.20	
Published transfer information or guidelines	2.20	1.11	
Transfer credit assistance, which helps you in determining how your course credits transfer to other colleges and universities	2.27	1.21	
Frequency of Support Service Use	1.72	0.93	0.83
How <u>often</u> do you use each of the following services provided by your community college?			
Extended Opportunity Programs and Services (EOPS)	1.89	1.22	
Transfer Center	1.95	1.13	
Scholar's Program	1.77	1.09	
Latino Center/Program	1.48	0.94	
Importance of General Transfer Service Use	3.16	1.16	0.82
How <u>important</u> to you are each of the following services provided by your community college?			
Advising for future transfer to a four-year college or university, either walk-in or online	3.18	1.21	
Published transfer information or guidelines	3.12	1.23	
Transfer credit assistance, which helps you in determining how your course credits transfer to other colleges and universities	3.22	1.25	
Importance of Support Service Use	2.88	1.19	0.87
How <u>important</u> to you are each of the following services provided by your community college?			
Extended Opportunity Programs and Services (EOPS)	2.95	1.33	
Transfer Center	3.12	1.28	
Scholar's Program	3.05	1.31	
Latino Center/Program	2.65	1.33	

Table 4.3 continued

Construct Measure	M	SD	Reliability
Satisfaction with General Transfer Services	2.97	1.02	0.95
How satisfied are you are with the following services provided by your community college?			
Advising for future transfer to a four-year college or university, either walk-in or online	2.98	1.11	
Published transfer information or guidelines	2.97	1.08	
Transfer credit assistance, which helps you in determining how your course credits transfer to other colleges and universities	2.97	1.10	
Satisfaction with Support Services	2.75	1.02	0.95
How satisfied are you are with the following services provided by your community college?			
Extended Opportunity Programs and Services (EOPS)	2.87	1.14	
Transfer Center	2.94	1.12	
Scholar's Program	2.80	1.14	
Latino Center/Program	2.57	1.16	

Table 4. 4 Confidence Level in Navigating Transfer Process Predicted by Social Capital and Ethnicity, Controlling for Age, Gender, and Household Income

Predictor	*B*	SE_B	β
Age	.018	.011	.133
Gender	-.122	.197	-.045
Household Income	.029	.064	.035
Latino	-.049	.209	-.019
Parent One Education	.063	.121	.045
Parent Two Education	-.131	.132	-.087
Currently Employed	.380	.202	.143
Social Capital Activities Discussion	.154	.114	.119
Family Social Support	.097	.094	.095
Friends Social Support	.114	.079	.112
Education Expenses	-.132	.211	-.049
Concerned About Expenses	-.082	.146	-.045
Financially Supporting Others	-.021	.118	-.013
Social Barriers to Degree	.442	.164	.220**

Note. $n = 189$. $F(14, 174) = 2.28$, $p < .01$. $R^2 = .16$. β = standardized beta coefficients.
* $p < .05$. ** $p < .01$. *** $p < .001$.

Table 4. 5. Intent to Transfer to a Four-Year University Predicted by Social Capital and Ethnicity, Controlling for Age, Gender, and Household Income

Predictor	*B*	SE_B	β
Age	.004	.013	.027
Gender	-.043	.222	-.014
Household Income	-.089	.073	-.097
Latino	-.148	.236	-.050
Parent One Education	-.051	.137	-.033
Parent Two Education	.194	.149	.117
Currently Employed	.439	.228	.150
Social Capital Activities Discussion	.171	.128	.120
Family Social Support	.144	.106	.126
Friends Social Support	.081	.089	.072
Education Expenses	-.160	.239	-.054
Concerned About Expenses	-.168	.165	-.084
Financially Supporting Others	.122	.133	.071
Social Barriers to Degree	-.085	.185	-.038

Note. $n = 189$. $F(14, 174) = 1.70$, $p = .06$. $R^2 = .12$. β = standardized beta coefficients.
* $p < .05$. ** $p < .01$. *** $p < .001$.

Table 4. 6. Highest Degree Sought Predicted by Social Capital and Ethnicity, Controlling for Age, Gender, and Household Income

Predictor	*B*	SE_B	β
Age	.009	.010	.072
Gender	.176	.176	.073
Household Income	-.103	.058	-.140
Latino	.218	.187	.093
Parent One Education	-.042	.109	-.035
Parent Two Education	.192	.118	.144
Currently Employed	.283	.181	.120
Social Capital Activities Discussion	-.020	.102	-.018
Family Social Support	.129	.084	.141
Friends Social Support	.110	.070	.123
Education Expenses	.023	.189	.009
Concerned About Expenses	-.179	.131	-.111
Financially Supporting Others	.145	.105	.105
Social Barriers to Degree	-.120	.147	-.067

Note. $n = 189$. $F(14, 174) = 2.56$, $p < .05$. $R^2 = .14$. β = standardized beta coefficients.
* $p < .05$. ** $p < .01$. *** $p < .001$.

Table 4. 7. Confidence Level in Navigating Transfer Process Predicted by Cultural Capital and Ethnicity, Controlling for Age, Gender, and Household Income

Predictor	*B*	SE_B	β
Age	.012	.012	.086
Gender	-.094	.203	-.035
Household Income	.051	.066	.062
Latino	-.031	.214	-.012
Parent One Education	.076	.128	.055
Parent Two Education	-.093	.137	-.062
Cultural Activities Participation	.204	.221	.074
Books Read	-.044	.078	-.046
Member of Public Library	.284	.207	.107
Number of Books Owned	-.057	.113	-.045
Cultural Exposure by Parents	.120	.163	.073
Parental Cultural Activities Participation	.228	.253	.089
Educational Resources at Home	.635	.593	.089

Note. n = 189. $F(13, 175) = 1.42$, $p = .15$. $R^2 = .10$. β = standardized beta coefficients.
* $p < .05$. ** $p < .01$. *** $p < .001$.

Table 4. 8. Intent to Transfer to a Four-Year University Predicted by Cultural Capital and Ethnicity, Controlling for Age, Gender, and Household Income

Predictor	*B*	SE_B	β
Age	.000	.013	-.003
Gender	-.010	.225	-.003
Household Income	-.098	.073	-.108
Latino	-.070	.237	-.024
Parent One Education	-.060	.142	-.039
Parent Two Education	.281	.152	.169
Cultural Activities Participation	.156	.245	.051
Books Read	.059	.086	.055
Member of Public Library	.251	.230	.085
Number of Books Owned	-.234	.125	-.168
Cultural Exposure by Parents	.219	.181	.120
Parental Cultural Activities Participation	.151	.280	.053
Educational Resources at Home	.521	.657	.066

Note. n = 189. $F(13, 175) = 1.33$, $p = .20$. $R^2 = .09$. β = standardized beta coefficients.
* $p < .05$. ** $p < .01$. *** $p < .001$.

Table 4. 9. Highest Degree Sought Predicted by Cultural Capital and Ethnicity, Controlling for Age, Gender, and Household Income

Predictor	*B*	SE_B	β
Age	.008	.010	.068
Gender	.180	.180	.075
Household Income	-.115	.058	-.157
Latino	.279	.189	.118
Parent One Education	-.047	.113	-.038
Parent Two Education	.256	.122	.192
Cultural Activities Participation	-.059	.196	-.024
Books Read	-.083	.069	-.098
Member of Public Library	.106	.184	.045
Number of Books Owned	-.141	.100	-.126
Cultural Exposure by Parents	.217	.144	.147
Parental Cultural Activities Participation	-.064	.224	-.028
Educational Resources at Home	.178	.526	.028

Note. n = 189. $F(13, 175) = 1.49$, $p = .125$. $R^2 = .10$. β = standardized beta coefficients.
* $p < .05$. ** $p < .01$. *** $p < .001$.

Table 4. 10. Intent to Transfer to a Four-Year University Predicted by Faculty Influence and Ethnicity, Controlling for Age, Gender, and Household Income

Predictor	*B*	SE_B	β
Age	-.007	.011	-.044
Gender	-.241	.199	-.080
Household Income	-.003	.064	-.003
Latino	-.157	.204	-.053
Campus Time	.035	.074	.036
Faculty Interaction	-.093	.109	-.070
Classroom Environment	-.086	.160	-.036
Transfer Environment	.052	.123	.030
Academic Involvement	.103	.178	.043
Professor Interaction	-.038	.100	-.029
Advisor Interaction	.103	.100	.084
Class Preparation Time	.192	.112	.127
Professor Transfer Inquiry	.429	.114	.358***
Advisor Transfer Inquiry	.180	.123	.148

Note. n = 189. $F(14, 174) = 5.46$, $p < .001$. $R^2 = .31$. β = standardized beta coefficients.
* $p < .05$. ** $p < .01$. *** $p < .001$.

Table 4. 11. Highest Degree Sought Predicted by Faculty Influence and Ethnicity, Controlling for Age, Gender, and Household Income

Predictor	*B*	SE_B	β
Age	.004	.010	.031
Gender	.060	.174	.025
Household Income	-.051	.056	-.069
Latino	.260	.179	.110
Campus Time	-.011	.065	-.014
Faculty Interaction	-.141	.096	-.132
Classroom Environment	.137	.140	.072
Transfer Environment	.041	.107	.029
Academic Involvement	-.134	.156	-.069
Professor Interaction	-.170	.088	-.160
Advisor Interaction	.015	.088	.015
Class Preparation Time	.269	.098	.223***
Professor Transfer Inquiry	.139	.100	.144
Advisor Transfer Inquiry	.159	.108	.163

Note. n = 189. $F(14, 174) = 2.64$, $p < .01$. $R^2 = .18$. β = standardized beta coefficients.
* $p < .05$. ** $p < .01$. *** $p < .001$.

Table 4. 12. Intent to Transfer to a Four-Year University Predicted by Transfer Services and Ethnicity, Controlling for Age, Gender, and Household Income

Predictor	*B*	SE_B	β
Age	.000	.009	-.003
Gender	.034	.158	.011
Household Income	.001	.050	.001
Latino	-.198	.161	-.068
Academic Consulting	.180	.086	.138*
Consult University for Transfer	1.808	.180	.548***
Transfer Service Use	.224	.088	.161**
Transfer Service Satisfaction	.177	.088	.126*

Note. n = 189. $F(8, 180) = 24.17$, $p < .001$. $R^2 = .52$. β = standardized beta coefficients.
* $p < .05$. ** $p < .01$. *** $p < .001$.

Table 4. 13. Highest Degree Sought Predicted by Transfer Services and Ethnicity, Controlling for Age, Gender, and Household Income

Predictor	*B*	SE_B	β
Age	.002	.009	.018
Gender	.221	.160	.092
Household Income	-.062	.051	-.084
Latino	.185	.163	.078
Academic Consulting	.307	.087	.291***
Consult University for Transfer	.826	.183	.312***
Transfer Service Use	-.092	.089	-.083
Transfer Service Satisfaction	.007	.089	.006

Note. n = 189. $F(8, 180) = 6.93$, $p < .001$. $R^2 = .24$. β = standardized beta coefficients.
* $p < .05$. ** $p < .01$. *** $p < .001$.

Table 4. 14. Intent to Transfer to a Four-Year University Predicted by Support Services and Ethnicity, Controlling for Age, Gender, and Household Income

Predictor	*B*	SE_B	β
Age	-.001	.011	-.009
Gender	-.167	.204	-.056
Household Income	-.001	.065	-.001
Latino	-.401	.213	-.137
Support Service Use	.243	.115	.158*
Support Service Importance	.454	.099	.377***
Support Service Satisfaction	-.042	.117	-.030

Note. n = 189. $F(7, 181) = 5.80$, $p < .001$. $R^2 = .18$. β = standardized beta coefficients.
* $p < .05$. ** $p < .01$. *** $p < .001$.

Table 4. 15. Highest Degree Sought Predicted by Support Services and Ethnicity, Controlling for Age, Gender, and Household Income

Predictor	*B*	SE_B	β
Age	.002	.010	.013
Gender	.152	.174	.063
Household Income	-.071	.056	-.096
Latino	.152	.182	.064
Support Service Use	-.045	.098	-.036
Support Service Importance	.253	.084	.261**
Support Service Satisfaction	-.087	.100	-.076

Note. n = 189. $F(7, 181) = 2.21$, $p < .05$. $R^2 = .08$. β = standardized beta coefficients.
* $p < .05$. ** $p < .01$. *** $p < .001$.

CHAPTER 5. SUMMARY AND RECOMMENDATIONS

Summary

The purpose of this study was to explore the effect of social and cultural capital, faculty interaction, and support and transfer programs on the educational aspirations and intention to complete upward transfer of California community college hospitality management (CCCHM) students. Additionally, the study explored the effect of social and cultural capital on CCCHM students' confidence in navigating the upward transfer process. Furthermore, the study also examined the effects of demographics; especially ethnicities with particular attention paid to Latino California community college hospitality management (LCCCHM) students because they are the largest single ethnicity enrolled in hospitality-related majors in the California community colleges. A quantitative study was conducted using an online questionnaire to assess the social and cultural capital, faculty interaction, and impact of support and transfer programs used by LCCCHM and non-Latino CCCHM students. Social and cultural capital (Bourdieu, 1986) was the theoretical framework used to predict behavior in this study.

Social capital was significant in predicting the confidence level of CCCHM students' abilities to navigate the upward transfer process and setting of their higher educational goal. However, its explanatory power in the regression models was very low. Therefore, it may not be an appropriate theory to use for explaining the transfer intentions, confidence in navigating the transfer process and setting of educational goals for CCCHM students. Although social capital was significant in predicting two of the three dependent variables, cultural capital was not a predictor of any of these variables. These effects were not significantly explained by different demographic variables. Gender, age, household income, and ethnicity were not significant in explaining any of the aforementioned outcomes, either. Ethnicity, especially comparing Latino to

non-Latino CCCHM students was not a significant variable in any of the regression models in this study. This study was limited to examining self-reported confidence levels and degree aspirations; therefore, it did not look at outcomes such as upward transfer completion or degrees awarded. Hence, there may not be an influence of demographic variables on the degree aspirations, confidence levels, and plans to upward transfer, but there may be effects on the outcomes that were not measured in this study.

The influence of faculty interactions on CCCHM students and of transfer and support services on setting of educational aspirations and intent of CCCHM students having upward transfer intentions are important ways for the community college to influence students to initiate upward transfer. Interacting with faculty and the transfer and support services were associated with setting higher educational aspirations and a goal to upward transfer to a four-year institution.

Implications

Social capital was a significant predictor in this study. Peer influence was one of the significant individual predictor variables. This suggests that students' peers can be a source of knowledge and encouragement in the upward transfer process and also setting of educational goals. This can augment the social capital that students may possess in their family and other personal connections, especially, if they lack this type of resource. Colleges can form cohorts or other forms of peer groups for the students to share knowledge about upward transferring. Another opportunity would be for colleges to invite alumni who have upward transferred to come and speak to current students about their motivations for upward transferring and their experiences with the entire upward transfer process.

Overall, this research shows that the community college appears to influence the educational aspirations and upward transfer intentions of CCCHM students. The influence of

faculty on their students can be leveraged to encourage qualified students to consider setting their educational goals higher than when they initially arrived at the community college. Although, a high number of participants expressed a desire to earn a bachelor's degree, a much smaller number reported immediate plans to upward transfer and complete a bachelor's degree. This may be the result of high aspirations but low confidence or ability in achieving these aspirations, including a lack of funding for higher education. Transfer and support programs also had a significant influence on the participants. Counselors from these programs can be given time in hospitality courses to discuss the services that they provide to assist students in accomplishing educational goals such as upward transfer. This can be beneficial to students who lack access to this type of knowledge due to their own social capital.

Limitations of the Study

This study has some limitations. The small sample size limited the generalizability of the results. The second limitation was that this sample contained California community colleges with larger enrollment of students majoring in hospitality management-related majors, including culinary arts. The schools selected for the study were all community colleges in California with larger enrollments of students, at least 300, studying hospitality management and related majors. In addition, no rural schools participated, so only urban or suburban areas were represented. Consequently, results may not be generalizable to schools that have smaller number of students studying these majors, schools in rural areas, or schools that are outside California. The participants locations were not recorded so it is not possible to confirm how many participants were from each school so it is possible participants may primarily come from only a small number of schools or regions. The sample also contained a high proportion of Latino to non-Latino participants compared to the overall population so the sample may not be an accurate representation of the population and may have too few non-Latino participants for an effective

comparison. The study depended on a contact person at each community college, usually a department chair, to distribute the surveys at each school. There was no system to verify that each school participated to maintain anonymity of the sites.

Future Research

One opportunity for future research is to use a different theory such as Social Cognitive Career theory (Lent, Brown, & Hackett, 1994) as the framework to examine the CCCHM students' motivators for transfer intentions, degree aspirations, and confidence in navigating the upward transfer process. Another opportunity is to retest the social and cultural capital study with an expanded sample to include more schools in California and include rural schools. A national sample is another opportunity. Gathering a larger sample may provide a less ethnically homogeneous sample and social and cultural capital may be a useful theory in that context. A qualitative study can also be conducted to examine why there is a difference between the number of participants who intend to earn a bachelor's degree or higher and the smaller number who reported having strong upward transfer intentions.

Results of this study show that hospitality faculty members appear to influence the upward transfer intentions and educational aspirations of CCCHM students. Another future research opportunity is to examine the hospitality faculty's perception of the importance of earning a bachelor's degree to see if they are likely or not to encourage their CCCHM students to upward transfer to a four-year institution or set their educational aspiration higher than the initial level at the onset of their community college study.

Another future research opportunity would be to investigate the link between the use of academic advisors, consulting with universities for transfer, and transfer service use and the setting of degree aspirations and transfer intentions to determine if there is any causality or if the

effect seen in this study is a result of an antecedent desire to transfer or earn a bachelor's degree or higher that led to the use of these services.

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APPENDIX A. HUMAN SUBJECTS APPROVAL

IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY

Institutional Review Board
Office for Responsible Research
Vice President for Research
2420 Lincoln Way, Suite 202
Ames, Iowa 50014
515 294-4566

Date: 12/21/2017

To: Ernest Lew
31 MacKay Hall
Ames, IA 50011

CC: Dr. Lakshman Rajagopal
10 MacKay Hall

From: Office for Responsible Research

Title: Effects of Social and Cultural Capital on California Community College Hospitality Students' Educational Aspirations and Transfer Intention

IRB ID: 17-634

Study Review Date: 12/21/2017

The project referenced above has been declared exempt from the requirements of the human subject protections regulations as described in 45 CFR 46.101(b) because it meets the following federal requirements for exemption:

- (2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey or interview procedures with adults or observation of public behavior where
  - Information obtained is recorded in such a manner that human subjects cannot be identified directly or through identifiers linked to the subjects; or
  - Any disclosure of the human subjects' responses outside the research could not reasonably place the subject at risk of criminal or civil liability or be damaging to their financial standing, employability, or reputation.

The determination of exemption means that:

- **You do not need to submit an application for annual continuing review.**

- **You must carry out the research as described in the IRB application.** Review by IRB staff is required prior to implementing modifications that may change the exempt status of the research. In general, review is required for any modifications to the research procedures (e.g., method of data collection, nature or scope of information to be collected, changes in confidentiality measures, etc.), modifications that result in the inclusion of participants from vulnerable populations, and/or any change that may increase the risk or discomfort to participants. Changes to key personnel must also be approved. The purpose of review is to determine if the project still meets the federal criteria for exemption.

  Non-exempt research is subject to many regulatory requirements that must be addressed prior to implementation of the study. Conducting non-exempt research without IRB review and approval may constitute non-compliance with federal regulations and/or academic misconduct according to ISU policy.

  Detailed information about requirements for submission of modifications can be found on the Exempt Study Modification Form. A Personnel Change Form may be submitted when the only modification involves changes in study staff. If it is determined that exemption is no longer warranted, then an Application for Approval of Research Involving Humans Form will need to be submitted and approved before proceeding with data collection.

Please note that you must submit all research involving human participants for review. **Only the IRB or designees may make the determination of exemption**, even if you conduct a study in the future that is exactly like this study.

Please be aware that **approval from other entities may also be needed.** For example, access to data from private records (e.g. student, medical, or employment records, etc.) that are protected by FERPA, HIPAA, or other confidentiality policies requires permission from the holders of those records. Similarly, for research conducted in institutions other than ISU (e.g., schools, other colleges or universities, medical facilities, companies, etc.), investigators must obtain permission from the institution(s) as required by their policies. **An IRB determination of exemption in no way implies or guarantees that permission from these other entities will be granted.**

APPENDIX B. QUESTIONNAIRE

(Questionnaire codes are provided in parenthesis next to each response)

I) Social and Cultural Capital

1. What is the **highest** level of education completed by your parents or guardian?

	Parent/Guardian #1	Parent/Guardian #2
Junior High school or less	(1) ☐	(1) ☐
Some high school	(2) ☐	(2) ☐
High school graduate	(3) ☐	(3) ☐
Some college	(4) ☐	(4) ☐
Associate's degree from a two-year college	(5) ☐	(5) ☐
Bachelor's degree	(6) ☐	(6) ☐
Some graduate school	(7) ☐	(7) ☐
Graduate degree	(8) ☐	(8) ☐
Don't know	(0) ☐	(0) ☐

2. Are you currently working/employed? (If your answer is yes, also answer question 3 If your answer is no, then go directly to question 4)

☐ Yes, I am currently working. (1)
☐ No, I am not looking for working opportunities. (2)
☐ No, I am currently unemployed, but I am looking for working opportunities. (3)

3. During your time at the community college, about how many hours a *week* do you usually spend working on a job for pay?

☐ 1 to 10 hours (1)
☐ 11 to 15 hours (2)
☐ 16 to 20 hours (3)
☐ 21 to 30 hours (4)
☐ More than 30 hours (5)

4. Have you taken any developmental/remedial courses (these are courses that prepare college students for college level courses) in the following subjects? (check all that apply)

☐ Math (1)
☐ Reading (2)
☐ Writing (3)
☐ None (4)

5. During high school, how often did your parents or other adult family members living with you:

	Never or rarely (1)	A few times a year (2)	About once a month (3)	Several times a month (4)	Several times a week (5)
Discuss books, films, or television programs with you	☐	☐	☐	☐	☐
Eat the main meal with you	☐	☐	☐	☐	☐
Spend time with you	☐	☐	☐	☐	☐
Work with you on your homework	☐	☐	☐	☐	☐
Discuss your progress in school with you	☐	☐	☐	☐	☐
Participate in school related activities (e.g. sports events, parent teacher meetings, school performances)	☐	☐	☐	☐	☐
Spend time talking with your friends	☐	☐	☐	☐	☐

6. How <u>supportive</u> of your school work are your…

	Not at all (1)	A little (2)	Somewhat (3)	Very (4)	Extremely (5)	Not Applicable (0)
a…family members?	☐	☐	☐	☐	☐	☐
b… friends?	☐	☐	☐	☐	☐	☐
c… others? (please specify _____)	☐	☐	☐	☐	☐	☐

7. How often do you do each of these activities in your spare time?

	Never (1)	Hardly Ever (2)	Sometimes (3)	Often (4)
Watching television (R)	☐	☐	☐	☐
Going to art galleries or museums	☐	☐	☐	☐
Going to the theater (to see plays)	☐	☐	☐	☐
Going to concerts	☐	☐	☐	☐
Playing an instrument	☐	☐	☐	☐
Listening to music	☐	☐	☐	☐
Keeping up with news on TV or internet	☐	☐	☐	☐
Keeping up with news on the radio	☐	☐	☐	☐
Keeping up with news by reading newspapers	☐	☐	☐	☐

8. About how often do you read books that are not related to your college work?

Never/Hardly ever (1)	1 per month (2)	1 per two weeks (3)	1 per week (4)	2 per week (5)	3 or more per week (6)
☐	☐	☐	☐	☐	☐

9. Are you a member of a public library?

☐ Yes (1)
☐ No (0)

10. Approximately, how many books does your family have at your house?

0-25 (1)	26-100 (2)	101-300 (3)	301-600 (4)	601 or more (5)
☐	☐	☐	☐	☐

11. I live with (check all that apply)

	(1) Yes
By myself	☐
My spouse/partner	☐
My children or my spouses or partners children	☐
Mother/Stepmother	☐
Father/Stepfather	☐
Brothers/Sisters	☐
Grandparents	☐
Aunts/Uncles	☐
Cousins	☐
Guardians	☐
Others	☐

12. Please provide some information about the jobs that your parents/ guardians have. (If parents/guardians are retired or deceased, please answer for their working years) (check all that apply)

	Parent/Guardian #1		Parent/Guardian #2	
What is the job title of parents/ guardians current or most recent job?				
	Yes (1)	No (0)	Yes (1)	No (0)
Do they own their own business?	☐	☐	☐	☐
Do they work full-time?	☐	☐	☐	☐
Do they work part-time?	☐	☐	☐	☐
Not employed	☐	☐	☐	☐

13. Which of the following have you heard your parents or guardians discuss?

	Never (1)	Hardly ever (3)	Sometimes (3)	Often (4)
Art	☐	☐	☐	☐
Books	☐	☐	☐	☐
Science	☐	☐	☐	☐
Current Affairs	☐	☐	☐	☐
Music	☐	☐	☐	☐

14. Do your parents or guardians do any of these activities in their leisure time?

	Never (1)	Hardly Ever (2)	Sometimes (3)	Often (4)
Watching television (R)	☐	☐	☐	☐
Listen to music	☐	☐	☐	☐
Go to art galleries or museums	☐	☐	☐	☐
Go to the cinema	☐	☐	☐	☐
Read novels	☐	☐	☐	☐
Read non-fiction	☐	☐	☐	☐
Go to the theater	☐	☐	☐	☐
Go to concerts	☐	☐	☐	☐
Play a musical instrument	☐	☐	☐	☐
Attend evening or daytime classes	☐	☐	☐	☐
Listen to the radio	☐	☐	☐	☐

15. Which of the following does your family have in your house? (Select all that apply)

	Yes (1)
Cellphone without internet	☐
Smartphone	☐
Specific place to study	☐
Textbooks	☐
A calculator	☐
Computer with internet	☐
Computer only	☐

II) Financial Support

16. Are you financially independent (your college expenses are paid by someone other than your parents, e.g., yourself, your employer)?

    ☐ Yes (1)
    ☐ No (0)

17. Considering income from all sources, what was your family's **total income** last year. (Family income refers to your parents' income if you are still considered their dependent. Otherwise, this refers to your own income and that of your spouse, if applicable)

☐ Less than $20,000 (1)
☐ $20,000 - $39,999 (2)
☐ $40,000 - $59,999 (3)
☐ $60,000 - $79,999 (4)
☐ $80,000 or more (5)
☐ I don't know (0)

18. How much of your **first year's** educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below?

Source	None (1)	Less than $1,000 (2)	$1,000 to $2,999 (3)	$3,000 to $5,999 (4)	$6,000 to $9,999 (5)	$10,000 or more (6)	I don't know (0)
Family resources (e.g. parents, relatives, spouse)	☐	☐	☐	☐	☐	☐	☐
My own resources (e.g. savings from work, work-study, other income)	☐	☐	☐	☐	☐	☐	☐
Employer contributions	☐	☐	☐	☐	☐	☐	☐
Financial aid which need not be repaid (e.g. grants, scholarships, military funding)	☐	☐	☐	☐	☐	☐	☐
Financial aid which must be repaid (e.g. loans)	☐	☐	☐	☐	☐	☐	☐
Other sources than above	☐	☐	☐	☐	☐	☐	☐

19. Do you have any concerns about your ability to finance your college education after your first year?

- ☐ None (I am confident that I will have sufficient funds) (3)
- ☐ Some concerns (but I probably will have enough funds) (2)
- ☐ Major concerns (not sure I will have enough funds to complete college) (1)

20. Excluding yourself, how many people (children, grandchildren, brothers, sisters, parents, etc.) are you financially supporting?

- ☐ None (4)
- ☐ 1 – 2 (3)
- ☐ 3 – 4 (2)
- ☐ 5 or more (1)

21. Do you qualify for the California Community College Board of Governor's fee waiver?

- ☐ Yes (1)
- ☐ No (0)
- ☐ I don't know(0)

III) Career Goals

This section will ask questions about your careers goals.

22. What would be your ideal job?

23. Since arriving at this college, has your career choice changed?

- ☐ Yes (1) (if yes, then also answer question 24)
- ☐ No (0) (if no, then go directly to question 25)

24. Please indicate WHY your career choice changed:

	Strongly Disagree (5)	Disagree (4)	Neither agree nor disagree (3)	Agree (2)	Strongly agree (1)
Lack of high school preparation for career choice requirements	☐	☐	☐	☐	☐
Academic difficulty in the major course requirements for the career	☐	☐	☐	☐	☐
Academic interests and values have changed since arriving at this college	☐	☐	☐	☐	☐
Career interests have changed since arriving at this college	☐	☐	☐	☐	☐
Lack of pre-professional learning opportunities available(e.g. internships, research opportunities)	☐	☐	☐	☐	☐

25. If there were no obstacles, what is the **highest** academic degree you would like to attain in your lifetime?

- ☐ Would take classes, but do not intend to earn a degree (1)
- ☐ Vocational certificate/diploma (2)
- ☐ Associate's degree (e.g. A.A., A.S. or equivalent) (3)
- ☐ Bachelor's degree (e.g. B.A., B.S.) (4)
- ☐ Master's degree (e.g. M.A., M.S.) (5)
- ☐ Doctoral degree (e.g. Ph.D., Ed.D., J.D.) (6)

26. How likely would each of the following **prevent** you from obtaining your desired highest academic degree?

	Not at all likely (4)	Probably not likely (3)	Somewhat likely (2)	Very likely (1)
Child care issues	☐	☐	☐	☐
Health issues	☐	☐	☐	☐
Debt-need to work more hours because of bills	☐	☐	☐	☐
Inability to balance home and school responsibilities	☐	☐	☐	☐
Inability to balance work and school responsibilities	☐	☐	☐	☐
Insufficient financial aid	☐	☐	☐	☐
Lack of money	☐	☐	☐	☐
Poor or failing grades	☐	☐	☐	☐
Transportation issues	☐	☐	☐	☐
Unprepared for college coursework	☐	☐	☐	☐
Lack of support services (i.e. tutoring/mentoring/counseling)	☐	☐	☐	☐

IV)Faculty Interaction and Support Services

This section will ask you questions about your experience at your current school.

27. About how many hours a week do you usually spend on the community college campus, not including time attending class?

☐ None (0)
☐ 1 to 3 hours (1)
☐ 4 to 6 hours (2)
☐ 7 to 9 hours (3)
☐ 10 to 12 hours (4)
☐ More than 12 hours (5)

28. About how many hours a week do you usually spend studying or preparing for your classes?

☐ None (0)
☐ 1 to 5 hours (1)
☐ 6 to 10 hours (2)
☐ 11 to 15 hours (3)
☐ 16 to 20 hours (4)
☐ More than 20 hours (5)

29. Please indicate the extent to which you disagree or agree with each statement.

	Strongly Disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
I consulted with academic advisors/counselors regarding transfer to a four-year college or university.	☐	☐	☐	☐	☐
Information received from academic advisors/counselors was helpful in the transfer process.	☐	☐	☐	☐	☐
I met with academic advisors/counselors on a regular basis.	☐	☐	☐	☐	☐
I talked with an advisor/counselor about courses to take, requirements, and education plans.	☐	☐	☐	☐	☐
I discussed my plans for transferring to a four-year college or university with an academic advisor/counselor.	☐	☐	☐	☐	☐
Advisors/counselors identified courses needed to meet the general education/major requirements of a four-year college or university I was interested in attending.	☐	☐	☐	☐	☐

30. How often did you do each of the following at your community college?

	Never or rarely (1)	A few times per semester (2)	About once a month (3)	Several times a month (4)	Several times a week (5)
Visited faculty and sought their advice on class related work.	☐	☐	☐	☐	☐
Felt comfortable approaching faculty outside of class.	☐	☐	☐	☐	☐
Discussed career plans and ambitions with a faculty member.	☐	☐	☐	☐	☐
Asked a faculty member for comments and criticisms about my work.	☐	☐	☐	☐	☐

31. To what extent do the following generally characterize the classroom environment you have experienced at this college?

	Never (5)	Rarely (4)	Sometimes (3)	Often (2)	Always (1)
I felt I was treated respectfully in class. (r)	☐	☐	☐	☐	☐
The class size made it difficult to ask questions.	☐	☐	☐	☐	☐
I felt isolated in class.	☐	☐	☐	☐	☐
Instructor expressed a lack of confidence in my ability to succeed in class.	☐	☐	☐	☐	☐
Instructor made prejudiced comments that made me uncomfortable.	☐	☐	☐	☐	☐
Students made prejudiced comments that made me uncomfortable.	☐	☐	☐	☐	☐
I felt like I did not fit in.	☐	☐	☐	☐	☐
I was ignored when I tried to participate in class discussions or ask questions.	☐	☐	☐	☐	☐

32. In your opinion, how successful has this college been at providing:

	Not at all successful (1)	Somewhat successful (2)	Successful (3)	Very successful (4)	Extremely successful (5)
Faculty role models similar to you	☐	☐	☐	☐	☐
Administrative staff/role models similar to you	☐	☐	☐	☐	☐
Clubs and organizations that match your interest	☐	☐	☐	☐	☐
Classroom environments that encourage your academic success	☐	☐	☐	☐	☐
A sense of being a valued member of the community	☐	☐	☐	☐	☐
Opportunities to interact socially with your friends	☐	☐	☐	☐	☐

V) Intent to Transfer

This section will ask you about your knowledge about the transfer process and your intent to transfer to a university to earn a bachelor's degree.

33. What is your *primary goal* in attending this community college? (Please choose only one)

- ☐ Transfer to a four-year college or university (1)
- ☐ Earning a degree, a diploma, or a certificate to gain entry or reentry into the workforce (2)
- ☐ Taking a few courses to gain entry or reentry into the workforce (3)
- ☐ Enhance performance in current employment position (4)
- ☐ Taking courses for self-improvement – not seeking a credential or for employment related purposes (5)

34. What is the highest credential you plan to obtain from the community college?

- ☐ None (1)
- ☐ Certificate (2)
- ☐ Associate's Degree (3)

35. How likely are you to transfer to a four-year college or university?

Not at all (1)	A little (2)	Somewhat (3)	Very (4)	Extremely (5)
☐	☐	☐	☐	☐

36. As things stand today, do you intend to transfer to a:
    - ☐ Public 4-year university (5)
    - ☐ Private 4-year university (4)
    - ☐ Public 2-year college (3)
    - ☐ Private 2-year college (2)
    - ☐ No intention to transfer (1) (skip to question 42)
    - ☐ Not sure (0)

37. Are you planning to major in Hospitality Management/Foodservice Management or related upon transfer to a four-year college or university?
    - ☐ Yes (1)
    - ☐ No (0) (If no, specify which other major you plan to major in ____)

38. How likely are you to transfer to a four-year college or university to study in a program within the Hospitality Management/Foodservice Management or related field?

Not at all (1)	A little (2)	Somewhat (3)	Very (4)	Extremely (5)
☐	☐	☐	☐	☐

39. When do you plan to transfer to a four-year college or university?
    - ☐ Before completing community college degree (0)
    - ☐ After completing community college degree (1)

40. Which of the following activities have you done?

	Yes	No, but I am planning to	No, and I do not plan to
Met with a transfer advisor from a four-year college or university to wish to transfer to	☐	☐	☐
Visited the campus of a four-year college or university you wish to transfer to	☐	☐	☐
Met with faculty at a four-year college or university you wish to transfer to	☐	☐	☐
Talked about transferring with any students enrolled at your college who also wish to transfer to a four-year college or university	☐	☐	☐
Taken any courses at a four-year college or university you with to transfer to	☐	☐	☐
Talked to any students enrolled at the four-year college or university you wish to transfer to about their experiences	☐	☐	☐

41. The following items pertain to your perceptions about the "transfer process" while you are enrolled at the community college. Please indicate the extent to which you disagree or agree with each statement.

	Strongly Disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
I researched various aspects of 4-year institutions to get a better understanding of the environment and academic expectations.	☐	☐	☐	☐	☐
I visited the 4-year institutions at least once to learn where offices and departments were located.	☐	☐	☐	☐	☐
I spoke to academic counselors at 4-year institutions about transferring and major requirements.	☐	☐	☐	☐	☐
I spoke to former community college transfer students to gain insight about their transfer experiences.	☐	☐	☐	☐	☐

42. How <u>often</u> do you…

	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Very Often (5)
a…come to class on time?	☐	☐	☐	☐	☐
b…pay attention during class?	☐	☐	☐	☐	☐
c…take notes during class?	☐	☐	☐	☐	☐
d…complete course assignments on time?	☐	☐	☐	☐	☐
e…review course materials after class?	☐	☐	☐	☐	☐

43. How <u>often</u> do you interact with the following individuals for academic purposes?

	Never (1)	Rarely (2)	Occasionally (3)	Often (4)	Very Often (5)
a. Instructors	☐	☐	☐	☐	☐
b. Student peers	☐	☐	☐	☐	☐
c. Academic advisors	☐	☐	☐	☐	☐

44. The next questions are about the process of transferring to a four-year college or university.

	None (1)	A little (2)	Some (3)	A lot (4)	A great deal (5)
a. How <u>much</u> information do you have about how to transfer to a four-year college or university?	☐	☐	☐	☐	☐
b. How <u>much</u> financial support do you have to transfer to a four-year college or university?	☐	☐	☐	☐	☐
c. How <u>much</u> support do you have from your family for transfer to a four-year college or university?	☐	☐	☐	☐	☐
d. How <u>much</u> support do you have from friends and peers for transfer to a four-year college or university?	☐	☐	☐	☐	☐

45. How <u>confident are you about your ability to handle the process and requirements for transferring to a four-year college or university?</u>

Not at all (1)	A little (2)	Somewhat (3)	Very (4)	Extremely (5)
☐	☐	☐	☐	☐

46. How <u>often</u> do you use each of the following services provided by your community college?

	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Very Often (5)
a. Advising for future transfer to a four-year college or university, either walk-in or online	☐	☐	☐	☐	☐
b. Published transfer information or guidelines	☐	☐	☐	☐	☐
c. Transfer credit assistance, which helps you in determining how your course credits transfer to other colleges and universities	☐	☐	☐	☐	☐
d. Extended Opportunity Programs and Services (EOPS)	☐	☐	☐	☐	☐
e. Transfer Center	☐	☐	☐	☐	☐
f. Scholar's Program	☐	☐	☐	☐	☐
g. Latino Center/Program	☐	☐	☐	☐	☐

47. How <u>important</u> to you are each of the following services provided by your community college?

	Not important (1)	Somewhat important (2)	Important (3)	Very important (4)	Extremely important (5)
a. Advising for future transfer to a four-year college or university, either walk-in or online	☐	☐	☐	☐	☐
b. Published transfer information or guidelines	☐	☐	☐	☐	☐
c. Transfer credit assistance, which helps you in determining how your course credits transfer to other colleges and universities	☐	☐	☐	☐	☐
d. Extended Opportunity Programs and Services (EOPS)	☐	☐	☐	☐	☐
e. Transfer Center	☐	☐	☐	☐	☐
f. Scholar's Program	☐	☐	☐	☐	☐
g. Latino Center/Program	☐	☐	☐	☐	☐

48. How satisfied are you with the following services provided by your community college?

	Not at all satisfied (1)	Somewhat Satisfied (2)	Satisfied (3)	Very Satisfied (4)	Extremely Satisfied (5)
a. Advising for future transfer to a four-year college or university, either walk-in or online	☐	☐	☐	☐	☐
b. Published transfer information or guidelines	☐	☐	☐	☐	☐
c. Transfer credit assistance, which helps you in determining how your course credits transfer to other colleges and universities	☐	☐	☐	☐	☐
d. Extended Opportunity Programs and Services (EOPS)	☐	☐	☐	☐	☐
e. Transfer Center	☐	☐	☐	☐	☐
f. Scholar's Program	☐	☐	☐	☐	☐
g. Latino Center/Program	☐	☐	☐	☐	☐

49. How often do you contact each of the following individuals to discuss matters related to transfer to a four-year college or university?

	Never (1)	Rarely (2)	Occasionally (3)	Often (4)	Very Often (5)
a. Instructors at your community college	☐	☐	☐	☐	☐
b. Other students at your community college	☐	☐	☐	☐	☐
c. Academic advisors at your community college	☐	☐	☐	☐	☐
d. Family members	☐	☐	☐	☐	☐
e. Friends	☐	☐	☐	☐	☐

50. How well do you understand which courses at your college are transferrable to a four-year college or university?

Not at all (1)	A little (2)	Somewhat (3)	Very (4)	Extremely (5)
☐	☐	☐	☐	☐

51. Please provide any additional comments you have regarding your learning experiences in hospitality programs or courses, transfer advising, service programs, faculty interaction, or final thoughts you have about your program of study.

VI)Demographic information

This section will ask you about your demographics.

52. Which ethnicity do you most closely identify with?

American Indian or Alaskan Native (1)	☐
Asian (2)	☐
Black or African American (3)	☐
Hispanic or Latino (4)	☐
Native Hawaiian or Other Pacific Islander (5)	☐
White (6)	☐
Other Race or Ethnicity _____(7)	☐
Prefer not to answer (0)	☐

53. What gender do you identify with?

- ☐ Male (1)
- ☐ Female (2)
- ☐ Other (3)
- ☐ Prefer Not to Answer (0)

54. What is your age (in years)?

_____

55. Is this your first semester at this college?

- ☐ Yes (1)
- ☐ No (0)

56. Thinking about this current academic term, how would you characterize your enrollment at this college?
    - ☐ Full-time (12 or more credit hours) (1)
    - ☐ Part-time (less than 12 credits) (0)

57. Have you ever attended a four-year college or university?
    - ☐ Yes (1)
    - ☐ No (0)

58. What academic credentials have you earned prior to joining this college? (check all that apply)
    - ☐ None (0)
    - ☐ High school diploma or GED (General Equivalency Development or General Equivalency Diploma) (1)
    - ☐ Certificate (2)
    - ☐ Associate's degree (e.g. A.A., A.S., A.A.A., A.A.S., A.G.S.) (3)
    - ☐ Bachelor's degree or higher (4)

Thank you for your participation!

APPENDIX C. DEPARTMENT CHAIR LETTER

Dear Department Chair,

My name is Ernest Lew and I am a doctoral candidate in Hospitality Management at Iowa State University. I am also a Culinary Arts instructor at Cerritos College in Southern California.

I am writing to you to request your assistance in collecting data from your students for my doctoral dissertation titled "*Effect of Social and Cultural Capitals and Supportive Programs on Higher Education Aspirations and Transfer Intentions of Community College Hospitality Students)*. The purpose of my study is to investigate what factors influence California community college students to pursue or not pursue a bachelor's degree after completing community college. It is hoped that findings from this study will increase transfer of students from community colleges to pursue higher education.

Your assistance would involve distributing an email to your students each week that contains a link to the online survey. I will send the email to your students over the course of four weeks.

The Institutional Review Board (IRB) of Iowa State University has approved this study [IRB #17-634] to ensure ethical research procedures are followed. Please inform me if your school has a separate IRB process to follow before I collect data at your school.

The data collected will be entirely anonymous and cannot be tracked back to an individual student or school. After the project is complete, I would be happy to provide you with a summary of the results.

Thank you for your time and I hope to hear soon. Please feel free to contact me if you have any questions.

Sincerely,

Ernest Lew

Lakshman Rajagopal, PhD (Major Professor)

APPENDIX D. PARTICIPANT LETTER

[IRB #17-634]

Dear Hospitality or Culinary Arts Student,

My name is Ernest Lew and I am a doctoral candidate in Hospitality Management at Iowa State University. I am also a Culinary Arts instructor at Cerritos College in Southern California.

I would like to request your assistance in collecting data from you for my doctoral dissertation titled "*Effect of Social-Cultural Capital and Supportive Programs on Higher Education Aspirations and Transfer Intentions of Community College Hospitality Students.* Your participation is *critical* to the success of this study. The questionnaire takes approximately 10-15 minutes to complete.

The purpose of my study is to investigate what factors influence California community college students to pursue or not pursue a bachelor's degree after completing community college. I hope that findings from this study will increase transfer of students from community colleges to pursue higher education and help community college students succeed in their career.

Data collected will be entirely anonymous and cannot be tracked back to an individual student or school. Participation in this study will not affect you negatively in any manner. You can choose to withdraw from the study at any time without any penalty.

As a thank you for your time in completing the questionnaire, you will be prompted at the end of the questionnaire to provide your email address to be included in a drawing to receive one of ten Amazon.com gift cards ($10/each).

Thank you for your time in completing this *important* questionnaire. Please feel free to contact me if you have any questions.

If you agree to participate then click on the link provided here:
https://iastate.qualtrics.com/jfe/form/SV_9QNS397KxZT8hLL

Sincerely,

Ernest Lew Lakshman Rajagopal, PhD (Major Professor)

APPENDIX E. REMINDER LETTER TO PARTICIPANTS

[IRB #17-634]

Dear Hospitality or Culinary Arts Student,

This is just a friendly reminder to complete the questionnaire about the "*Effect of Social-Cultural Capital and Supportive Programs on Higher Education Aspirations and Transfer Intentions of Community College Hospitality Students*. Your participation is *very important* to the success of this study. The questionnaire only takes approximately 10-15 minutes to complete.

If you have already completed this questionnaire I would like to thank you and you can disregard this email.

I am investigating what factors influence California community college students to pursue or not pursue a bachelor's degree. I hope that findings from this study will increase transfer of students from community colleges to pursue higher education and help community college students succeed in their career.

Your data are entirely anonymous and cannot be tracked back to an individual participant or school. Participation in this study will not affect you negatively in any manner. You can choose to withdraw from the study at any time without any penalty.

As a thank you for completing the questionnaire, you will be given the option to provide your email address to be included in a drawing to receive one of ten Amazon.com gift cards worth $10 each upon completing the questionnaire.

If you have any questions, you are welcome to contact me. Thank you for your time in completing this *important* questionnaire.

If you agree to participate then click on the link provided here:
https://iastate.qualtrics.com/jfe/form/SV_9QNS397KxZT8hLL

Sincerely,

Ernest Lew Lakshman Rajagopal, PhD (Major Professor)